



Accessibility plan

Approved by:	Governing Body	Date: 4 th October 2022
Last reviewed on:	4 th October 2022	
Next review due by:	4 th October 2023	

Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements.....	5
5. Links with other policies.....	5

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- › Increase the extent to which disabled pupils can participate in the curriculum
- › Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to disabled pupils

Larkfield has a proud history of inclusion and aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. When children with specific disabilities or conditions start at Larkfield, we liaise closely with relevant teams at the local authority, medical professionals and parents to complete risk assessments and care plans where appropriate and to implement any specialist training that may be required.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Contextual information:

The vast majority of our building and playgrounds is wheelchair accessible. We have considerable experience of pupils with a range of disabilities and medical conditions including Cystic Fibrosis, Autistic spectrum condition, visual impairment, sensory processing difficulties, coeliac disease, diabetes, asthma, epilepsy, wheelchair users.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>To establish a calm / sensory space for our children with sensory needs in KS2.</p>	<p>Identify suitable location for the space cost and implement.</p>	<p>J. Ward A. Felmingham Sefton technical services.</p>	<p>21st December 2022</p>	<p>A calm space will be provided to enable children to de-escalate and enable them to learn effectively.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Level access • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	To ensure equality of access for parents with a disability	<p>Undertake parental survey of disability [parents and children].</p> <p>Carry out an audit of facilities based upon the survey outcome.</p> <p>Plan for any remedial works / actions required.</p>	J. Ward	<p>Survey and audit by end of Autumn term 2022</p> <p>Plan and costs for any actions by start of new financial year [April 2023]</p>	We will have an up-to-date picture of disability / medical needs across our families and a plan to address any requirements.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations 	To ensure equality of access for parents with a disability	Following the parental survey above, approach parents to establish a focus group around communication needs, identify solutions and implement.	J. Flynn	<p>Focus group established by end of Autumn term 2022</p> <p>Action plan produced by Feb half term 2023</p>	We will have an established 'expert body' within school and an action plan for improvement.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and SENDCO and approved by the governors pastoral and education committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy