

Accessibility Policy

Ledbury Primary School



Approved by:	Kate Mason	Date: March 2025
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Last reviewed on:	March 2025
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Next review due by:	March 2026
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At Ledbury Primary School our Vision Statement is:

Determined to Succeed

Introduction

Ledbury Primary School works hard to ensure that, whatever the abilities and needs of members of the school community, everyone is equally valued. We provide every pupil with the opportunity to experience and understand diversity.

The school welcomes children with disabilities and we value the knowledge and views of parents regarding their child's disability and how it affects their ability to carry normal activities.

Ledbury Primary School is committed to providing an environment that:

- reduces and eliminates barriers to accessing the curriculum
- enables full participation in the school community for pupils, and prospective pupils, with a disability.
- values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The purpose of this plan is to show how Ledbury Primary School intends to ensure that all aspects of school life are accessible by disabled pupils

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- he or she has a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Principles

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA.

Ledbury Primary School has a duty to:

- promote equality of opportunity,
- eliminate unlawful discrimination,
- eliminate disability related harassment,
- promote positive attitudes towards disabled people,
- encourage disabled people to participate in school life.

Under this act the governing body has key duties towards disabled pupils, these are:

- not to discriminate against disabled pupils in their admissions and exclusions, nor in their provision of education and associated services
- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not put at a substantial disadvantage;
- to draw up plans to show how, over time, we will increase access to education for pupils who are disabled.

The school proposes to ensure access to education for disabled pupils in these three areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Actions

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the above.

1. Educational and related activities

The school will continue to seek and follow the advice of bought in professional services, such as specialist teacher advisors and SEN advisors, and of appropriate health professionals from the local NHS Trusts.

2. Physical Environment

The school will take into account the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

3. Provision of information

The school will make itself aware of local services, including those provided through Herefordshire Council, for providing information in alternative formats when required or requested.

What defines ‘reasonable adjustments’?

When determining what adjustments are reasonable, the school will have regard to:

- The financial resources available to the school
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments
- The extent to which aids and services will be provided via an Education Health Care Plan (SEN Code of Practice 2014), or by provision paid for outside the school’s resources.
- Health and Safety requirements
- The interests of other pupils
- The need to maintain academic, musical, sporting or other standards

This policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at LPS. It has been devised in accordance with the SEN and Disability Act 2001 (SENDA) and relates to the following legislation:

- SEN and Disability Act 2001 (SENDA)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

Linked Policies

This policy should be used in conjunction and reviewed with the following related school policies:

- Safeguarding Policy
- Health and Safety Policy
- Medical conditions in School Policy
- Special Educational Needs Policy
- Equal Opportunities Policy
- Behaviour Policy
- Anti-bullying policy

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office.

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Ledbury Primary School will address the priorities identified in the plan. The plan is valid for three years 2022-2025. It is reviewed annually.

Ledbury Primary School Accessibility Plan

Improving the physical access and facilities

Target	Strategies	Timescale	What will success look like?
To be aware of the access needs of disabled children, staff, governors, volunteers, visitors and parents/ carers	○ Ensure the school staff, volunteers & governors are aware of access issues ('access' meaning 'access to' and 'access from') ○ Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process ○ Ensure staff and governors can access areas of school used for meetings ○ Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of the school ○ Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired ○ Communication in print around school to help children's understanding and visual recognition.	As required	○ SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. ○ All staff & governors are confident that their needs are met. ○ Continuously monitored to ensure any new needs arising are met. ○ Parents have full access to all areas of school ○ PEEPs are prepared and reviewed as individual needs change
Accessibility around whole school site	○ All school building doors have level access ○ All school site gates have level access ○ Both school building are single storey ○ Tarmac ramps and handrails are in place where the school site level changes	On-going	○ All physically disabled persons have safe access to the whole school site.
Maintain safety for visually impaired people	○ Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges ○ Check exterior lighting is working on a regular basis ○ Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate	Annually, and as new children join the school throughout the year	○ Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year
Lunchtime in own classroom	○ Ensure children who need longer to eat lunch have more time during lunchtime.	Daily	○ All children can access adequate time for lunch
Ensure there are enough fire exits around school that are suitable for people with a disability	○ Daily health and safety checks of the school and its surroundings. ○ Ensure staff are aware of need to keep fire exits clear	Daily	○ All disabled personnel and pupils have safe exits from school.

Whole School Evacuation	○ Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). ○ Children to have PEEP's if needed. ○ Adults to have SEEP's if required	Annually, and as new children join the school throughout the year	○ All physically disabled persons can be safely evacuated.
Accessible car parking	○ Disabled members of staff and visitors have a place to park in the school car park near the school ○ All school site gates allow wheelchair access from the car park	On-going	○ There is a place for disabled members of staff and visitors to park throughout the school day.
Maintain easily accessible hygiene facilities	○ Ensure staff, visitors and pupils have access to disabled toilet and shower facilities in both school buildings	On -going	○ All disabled personnel and pupils have safe hygiene facilities

Ledbury Primary School Accessibility Plan

Improving the curriculum access

Target	Strategies	Timescale	What will success look like?
Access to learning/ in class provision	○ Review SEND children's access to curriculum within class sessions. ○ Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed. ○ Ongoing monitoring from SENCO. ○ Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.	On-going	○ All pupils have equal access to a broad and balanced curriculum
All school visits and trips need to be accessible to all pupils	○ Risk assessments to ensure that all children including children with physical disabilities can access trips. ○ Ensure venues and means of transport are vetted for suitability ○ Ensure staff are fully briefed with regards to children with SEND	On-going	○ All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	○ Review PE curriculum to include disability sports	Annually	○ All pupils have access to PE and are able to excel, for example via support from an adult

Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	○ Ensure whole school events can be adapted to include all children ○ Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available - especially after school ○ Ensure ramps are well maintained to ensure children with mobility issues/ wheelchairs can access all areas of school including the playing fields and forest school.	As required	○ Disabled children feel able to participate equally in outside activities and out of school activities.
Ensure all staff have specific training on disability issues	○ Identify training needs at regular meetings	On-going	○ Raised confidence of support staff
Communication with Parents	○ Ensure parents have access to our SEN provision/SEN school offer currently on the school website. ○ Ensure parents meet and can contact SENCO at any time. ○ Parents meet regularly with SENCO to access further support and advice. ○ Ensure that the annual report to parents of SEND is accessible and informative for parents.	On-going	○ Parent/school communication is strong ○ Parents confidently contact SENCO for support and advice.
Pupil Voice	○ Children are given opportunities to share their concerns, their views and their ideas. ○ Adaptations are made as needed.	On-going	○ Children voice is heard and acted upon.