

Little Melton Primary School

Accessibility Plan & Audit

January 2025- January 2027

Signed:

Chair of Governors

Section 1: Vision Statement

Purpose of the Plan

The purpose of this plan is to show how Little Melton Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Little Melton Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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 day to day activities

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. 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;
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policies
- Equality Objectives
- Single Equality Policy
- Staff development plan (within School Development Plan)
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- Asset Management Plan
- School Brochure/ prospectus and Vision Statement

The Schools complaints procedure covers the Accessibility plan.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

Section 2: Aims and objectives

Our aims, drawn from the statutory requirements (see above) are to:

- (1) Increase access to the curriculum for pupils with a disability
- (2) Improve and maintain access to the physical environment for pupils with a disability
- (3) Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

The table below sets out how the school will achieve these aims.

Objective:	Current Embedded Good Practice:	Identified Further Actions To Improve:	Person(s) Responsible:	Timescale:	Success Criteria:
<p>1. Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Differentiated lessons for children of all abilities • Specific individual resources and equipment used to ensure certain pupils are able to access the curriculum eg ear defenders, learning screens, adapted furniture, weighted blankets etc • Deployment of additional adults to support individuals • Dialogue with parents and culture of 'reasonable adjustments' embedded inc individual plans for children with specific difficulties • Liaise with pre-school providers and feeder school/previous school to prepare for the new intake of children into Reception each year • Establish and maintain close liaison with outside agencies for pupils with additional needs • Individual risk assessments for children when leaving school site or undertaking selected new activities • Development of staff members with specific skills eg Sensory & OT support eg all teachers completed NCC SEMH training, autism, 	<ul style="list-style-type: none"> • Train staff in Makaton to support children with severe speech and language barriers • Provide additional basic training in sensory therapy to support children in school • Trial the use of AI Reading Coach for children with barriers to reading • Train staff in use of Chromebook Accessibility settings • Review with staff the selection of fonts used in the classroom 	<ul style="list-style-type: none"> • AP 	<ul style="list-style-type: none"> • By Jan'26 	<ul style="list-style-type: none"> • Existing strengths maintained. • Staff are able to support children with severe speech and language deficit - by using Makaton • All staff have some basic skills in providing sensory support to children in school

	<p>SALT (via Communicate) (KS1)</p> <ul style="list-style-type: none"> • Use of appropriate access arrangements in formal tests ie KS2 SATS 				
<p>2. Improve and maintain access to the physical environment for pupils with a disability</p>	<ul style="list-style-type: none"> • New modular is on ground level and design was considered to meet all best practice guidelines on accessibility eg colour differentiation to help partially sighted.- see planning spec.. • There are ramps in areas of main school building and it is all accessible. • All doors are self-opening for escape routes. They are wide enough for wheelchair access. • There is a disabled toilet which meets requirements for space and accessibility. It has a pull cord alarm system. • A new handrail has been installed in Owlets toilets to support children with disabilities. Owlets toilets have also now been remodelled to improve access (Aug'24) • Renovation of Reception toilets include larger room with wheelchair access and sinks at a recommended height. 	<ul style="list-style-type: none"> • Improve access to the library by changing the heavy double door so that all children can open from outside if necessary 	<ul style="list-style-type: none"> • Resources Sub-Committee 	<ul style="list-style-type: none"> • By July 26 	<ul style="list-style-type: none"> • Existing strengths maintained. • Issues with library door have been explored and ameliorated.
<p>3. Improve the delivery of</p>	<ul style="list-style-type: none"> • Translation service on website 	<ul style="list-style-type: none"> • Add new section to new starter pack 	<ul style="list-style-type: none"> • AP/SS 	<ul style="list-style-type: none"> • April 2025 	<ul style="list-style-type: none"> • Existing strengths

<p>information to pupils, staff, parents/carers and other members of the school community</p>	<ul style="list-style-type: none"> • Use of short text messages to support parents • Regular use of easy to access Google Forms m/c to support parents • Bi-weekly newsletter written in easy to understand language • Induction meetings with new staff including discussion of access arrangements 	<p>asking EAL parents if they would like to receive translated letters and/or shortened simplified English language</p>			<p>maintained.</p> <ul style="list-style-type: none"> • Additional provision in place for EAL parents as indicated.
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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 Little Melton Primary School will address the priorities identified in the plan. The plan is valid for two years 2025-27. It is reviewed annually.

Approved by:FGM.....

Date:4.2.25.....

Next review date:February 2027