



Lovington C of E Primary School

Accessibility Plan

Adopted: December 2024

Review Date: December 2026

Schools' Planning Duty

1. Schools' duties around accessibility for disabled pupils mean that schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties that previously existed under the Disability Discrimination Act (DDA) and have been replicated in the Equality Act (2010).
2. According to the DDA a 'person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.' [DDA 1995 Part 1:1] The Equality Act definition of a disability covers physical disabilities, sensory and other mental impairments and learning disabilities.
3. This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme. This plan sets out the proposals of the Governing Body of the schools in the Federation to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:
 - a. increasing the extent to which disabled pupils can participate in the school curriculum;
 - b. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated service
 - c. improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
4. It is required that this plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan (Appendix 1) showing priorities identified and how these will be addressed.

School Aim

5. Our aim is to continue to drive up standards of teaching and learning across whilst retaining its individual importance within the heart of its community.

School Ethos

6. This statement was recommended to church schools nationally after consultation with Diocesan Directors of Education across the country.
7. The importance of primary education lies in the nurturing of skills, knowledge and attitudes which are important to each child now and which can be built on for the future. We believe that this can best be achieved in a secure, happy and stimulating environment within which the children will find learning enjoyable.
 - a. Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the church at parish and diocesan level.
 - b. The school aims to serve the community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all its pupils.

Links with other documents

8. Our school strives to meet the needs of all pupils and are committed to equal opportunities and inclusion. This plan should therefore be considered alongside the following policy documents:

- a. Special Educational Needs
- b. Special Educational Needs and Disabilities (SEND) Information Report
- c. Safeguarding policy and arrangements
- d. Health and Safety
- e. Staff related policies e.g. whistleblowing.
- f. Complaints

9. Every member of our school community is responsible for the implementation of the Accessibility Plan in order that our inclusive ethos is evident and promoted.

Participation in the school curriculum

11. Lovington C of E Primary school has close working relationships with local feeder nurseries and pre-schools. When appropriate, school entry plan meetings for children starting in Reception are held; parents and professionals involved with individual children meet and make preparations for a smooth transition to school.

Physical Environment

12. There are very few parts of the school to which disabled pupils have limited or no access. Regular Health and Safety walks by the Site Manager (Jamie Paddock), Local Governing Body and Trust Health and Safety Compliance Officer (Fiona Packer) ensure access to the physical environment is monitored and reviewed.

Delivery of information

13. Parents complete information sheets when registering their children with our school. These are used to assess the best way parents can access information and information delivery is adapted accordingly to individual need. The following table sets out future actions to achieve these aims.

Accessibility Plan – Lovington C of E Primary School

Aim	Objective	Strategies	Success Criteria	Expected Impact
To increase access and participation in the curriculum for all pupils.	To support the needs of pupils with recording difficulties such as dyslexia, developmental co-ordination disorder or children who have profound learning / communication difficulties.	<ul style="list-style-type: none"> • Test and trial different writing implements / grips. • Use of technology for recording written work. Spelling apps for iPads. • Use of dyslexia dictionaries in class by pupils. • Use of dyslexia friendly strategies in all lessons as outlined on all Assess, Plan, Do, Review (APDR) paperwork. • Support from IT Advisor for SENATAS. • Physical Impairment and Medical Support Team as and when necessary. 	<ul style="list-style-type: none"> • Children are producing more written work in a format that is most productive for them. • Class teachers use dyslexia friendly strategies as part of their universal quality first teaching provision. • Assess, Plan, Do, Review process followed, and correct interventions delivered to ensure evidence is gathered should official diagnoses be needed. 	<ul style="list-style-type: none"> • Children are engaging with written work more and accessing the curriculum in different ways. • Children are recording their learning in a personalised and preferred manner for them.
	To identify the needs of pupils, take actions to meet them and review the impact of those actions.	<ul style="list-style-type: none"> • Use ALP universal provision checklists and Somerset Core Standards to identify needs and possible provision / support. • Use provision maps to record support given and identify further options. • Use of the school APDR proforma to set and evaluate targets and record parental and pupil voice. 	<ul style="list-style-type: none"> • Children who may require additional or different support are identified. • Appropriate support is put in place that enables the children to access all aspects of the curriculum and make progress. • Children, parents and staff work together to ensure targets are agreed and are met. 	<ul style="list-style-type: none"> • Staff are clear about appropriate strategies to support each child. • Parents, staff and children are all aware of how needs will be met.
	To make adaptations to the curriculum where necessary so that the needs of all pupils can be met.	<ul style="list-style-type: none"> • Children assessed. • Interventions put in place and regularly reviewed. • Access arrangements for statutory tests are in place. • Alternative resources available such as sloping boards, wobble cushions, coloured overlays. 	<ul style="list-style-type: none"> • Children are able to access all aspects of the curriculum. • Children are able to identify as they get older the ways that they learn best and become independent in choosing the right resources and methods for each activity they are required to complete. 	<ul style="list-style-type: none"> • Access to the National Curriculum for all.

Aim	Objective	Strategies	Success Criteria	Expected Impact
		<ul style="list-style-type: none"> Any physiotherapy or speech and language programmes received from outside agencies are put in place. Use of IT as a different means of recording. 		
	Use of visual symbols as part of labelling /visual timetable and use basic signs (e.g. good morning, good afternoon, sit down, line up, children, stop, yes, no).	<ul style="list-style-type: none"> Classroom packs shared. 	<ul style="list-style-type: none"> Visual timetable on display in every classroom and around the school. 	<ul style="list-style-type: none"> Signs are clearly evident to children and visitors to the school.
	Off-site trips and visits take into account the needs of all children, including those in wheelchairs.	<ul style="list-style-type: none"> Full planning for off-site visits is completed including making use of accessible transport and accessible toileting facilities. All off-site visits will be conducted in an inclusive environment. Providers used will be compliant with all current and future legislative requirements. 	<ul style="list-style-type: none"> Specific needs are considered at the early planning stage of an off-site visit. 	<ul style="list-style-type: none"> An increase in access to all school activities for all disabled children.
To continue to monitor and improve physical access for all pupils.	To service all automatic electric doors regularly to ensure their constant availability.	<ul style="list-style-type: none"> Site Manager and Special Educational Needs and Disabilities Co-ordinator (SENDCo) to monitor servicing dates and requirements. 	<ul style="list-style-type: none"> Doors continue to operate as expected and required. 	<ul style="list-style-type: none"> Everyone is able to have and maintain independence when going round the school site.
	To service all hoists and other resources required to enable children to access their provision on the sites.	<ul style="list-style-type: none"> Site Manager and SENDCo to monitor servicing dates and requirements. 	<ul style="list-style-type: none"> Hoists and other resources (e.g. iPads) continue to operate as expected and required. 	<ul style="list-style-type: none"> Individual children requiring specialist equipment and support are able to utilise bespoke facilities in place on the sites at all times.
	To ensure all paths are kept clear of hazards – particularly fire routes.	<ul style="list-style-type: none"> Children encouraged to keep pathways clear Site Manager and outside contractors keep paths clear of vegetation and fallen leaves. 	<ul style="list-style-type: none"> Everyone can access the sites fully and pathways are not blocked in any way at any time. 	<ul style="list-style-type: none"> Everyone is able to access all of the sites safely at all times.

Aim	Objective	Strategies	Success Criteria	Expected Impact
	To monitor all pupils' needs to ensure all sites allow the best access for all.	<ul style="list-style-type: none"> • To utilise the support and expertise of the Physical Impairment and Medical Support Team as and when necessary. • Sign and return any paperwork from School Access Initiative (SAI). • Complete any paperwork for equipment requests from Inclusion Somerset. • To utilise advice, support and expertise of other external agencies such as Occupational Therapists. 	<ul style="list-style-type: none"> • Children with additional equipment needs are able to use the most up to date and relevant resources for them at all times. 	<ul style="list-style-type: none"> • Site and equipment remain up to date with the needs for all pupils.
To improve the delivery of written information	Written material is available in alternative formats.	<ul style="list-style-type: none"> • Provide material online and in hard copy. • Provide hard copies in an appropriate font size for individual needs. • Offer parents the option to have written material read to them. • Use facilities available through the LEA and other providers for converting written information into alternative formats. 	<ul style="list-style-type: none"> • Written information is available in alternative formats and languages when requested. 	<ul style="list-style-type: none"> • All stakeholders are kept updated in the most appropriate way for each individual.