



Loxley CofE Primary School

Accessibility Policy

Date policy last reviewed: August 2025

Signed by:

Tim Dale

Headteacher

Date: August 2025

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Chair of governors

Date: August 2025

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Statement of intent

Loxley Primary School is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils are able to enjoy and access all aspects of educational life in the same way as other colleagues. The specific measures the school has taken to ensure the school is accessible are outlined within the Accessibility Plan.

This policy must be adhered to by all staff members, pupils, parents and visitors.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Data Protection Policy

2. Definitions

In line with the Equality Act 2010, "**indirect discrimination**" is defined as where a provision, criterion or practice is discriminatory in relation to a person's protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.

- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The “**protected characteristics**” are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

A person is defined as having a “**disability**” if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

3. Roles and responsibilities

The governing body will be responsible for:

- Ensuring that all accessibility planning, including the school’s Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school’s accessibility, in conjunction with the governing board and in line with the school’s legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils’ disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils’ disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school’s Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.

- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

Designated staff members will be trained to effectively support pupils with medical conditions, e.g. understanding how to administer insulin, in line with the Supporting Children with Medical Needs Policy.

4. Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for pupils, staff, parents and visitors to the school within a given timeframe.

It can be found in Appendix 1 and is also available on the school's website.

The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be August 2028. If it is not feasible to undertake all the plans during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

An access audit will be undertaken by the governing board and SENCO annually.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review. Both this policy and the Accessibility Plan will be published on the school website.

5. Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they

need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of pupils with an EHCP, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

7. Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The headteacher, the class teacher and the SENCO will work together to ensure that the pupil's EHC plan is implemented, and that the teaching is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching.

The school ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

8. Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils with disabilities have limited or no access to. The staircase to the loft may limit the accessibility to staff with disabilities. Access to this location is not necessary for all staff.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

9. Monitoring and review

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published. The governing board and headteacher will review the policy in collaboration with the SENCO.

Appendix 1 Loxley Primary School Accessibility Plan

AIM	CURRENT GOOD PRACTICE	STRATEGIES FOR FURTHER DEVELOPMENT	PERSON RESPONSIBLE	IMPACT POINT	SUCCESS CRITERIA
<p>1 Increase access to the curriculum offer – all children in school will have full access to our broad, balanced and exciting curriculum</p>	<p>There is a rich and exciting curriculum on offer at school, appropriate to its local context.</p> <p>All staff deliver quality universal provision.</p> <p>Progress and attainment is closely and frequently tracked and monitored for all pupils, including those with a disability.</p> <p>Aspirational targets are set for all pupils.</p> <p>All staff have appropriate and detailed information about pupils in their class. For those pupils with a disability or special educational needs this is especially important for enabling pupils to access the learning.</p>	<p>1.Ensure that staff routinely plan lessons including any access needs where applicable.</p>	<p>Class teachers with support of SENDCO</p>	<p>November 2025 and termly thereafter Leaders monitor planning/SENDCO monitors PLPs</p>	<p>Disabled pupils will have their learning activities better tailored to meet their needs.</p> <p>Personalised Learning Plans (PLPs) will clearly reference any access adjustments.</p> <p>Pupils and parents and carers will know what additional access arrangements are in place to meet needs.</p>
	<p>Provision of specialised external professionals to advise on</p>	<p>2. Staff work in collaboration with external professionals to use recommended adaptive resources, technologies and software to better meet pupils' access needs.</p>	<p>Class teachers with support of SENDCO and external professionals such as IDS</p>	<p>Reactive – On receipt of reports from IDS etc.</p>	<p>Disabled pupils will be able to access the learning more easily and this will increase their rate of progress and outcomes</p>

	<p>inclusion and strategies for supporting children with additional needs and disabilities is prioritised in each school's budget.</p>	<p>3. Implement use of Communicate in Print for those pupils who have difficulty with standard print formats.</p>	<p>Class teachers with support of SENDCO</p>	<p>October 2025 – SENDCO to assess need for this action.</p> <p>Half a term later, in place for identified pupils</p>	<p>Pupils with communication or visual needs will have information (such as signage and labels) and feel more included.</p>
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AIM	CURRENT GOOD PRACTICE	STRATEGIES FOR FURTHER DEVELOPMENT	PERSON RESPONSIBLE	IMPACT POINT	SUCCESS CRITERIA
<p>2 Improve and maintain access to the physical environment - school site will be reviewed and access optimized to enable best access for all pupils</p>	<p>The school environments are adapted to the needs of pupils as required. These already include:</p> <p>Ramps to at least one doorway</p> <p>Accessible toilet</p>	<p>1.Ensure that all step edges and handrails are painted in a contrasting colour.</p>	<p>SLT</p>	<p>Annual reviews (October) – monitor implementation and progress works</p>	<p>Pupils (and visitors) will be more aware of changes in levels on school sites</p>
	<p>Flexibility around class structure and location taking into account the access needs of learners</p>	<p>2. Mark disabled space in car park (Loxley)</p>	<p>SLT</p>	<p>Annual reviews (October) – monitoring walk at Loxley will show marked space</p>	<p>Anyone with a disabled badge will be able to park by the front door</p>
		<p>3. Provide adaptive furniture when necessary, e.g. on the advice of supporting professionals such as Occupational Therapists or SEND Supported Specialist Teachers.</p>	<p>SENDCO</p>	<p>Reactive - On receipt of reports from IDS, OT etc</p>	<p>Pupils will be better able to access the learning environment</p>
AIM	CURRENT GOOD PRACTICE	STRATEGIES FOR FURTHER DEVELOPMENT	PERSON RESPONSIBLE	IMPACT POINT	SUCCESS CRITERIA

3 Improve the delivery of information to pupils and visitors so that all information will be fully accessible	Schools use a range of communication methods to ensure information is accessible. These include: Internal signage Large print resources Pictorial representations (Communicate in Print) A total communication approach to teaching	1. Provide visitor information in different formats as required.	SLT/Office Manager	Reactive - As the need arises	Visitors are able to access information
		2. Consider a common “corporate” font and format for all information signs around school	SLT/All staff	Autumn 2025 – staff to have agreed font for signage in communal spaces, start to implement Annual reviews (October) monitoring walk to check	All signage is accessible to all because of common font
		4. Consider adaptations to fire alarm system to suit hearing impaired pupils and visitors (Visual sign as well as sounder).	SENDCO/SLT	Reactive - School to investigate with LA if a hearing impaired pupil is admitted.	School is safer for hearing impaired pupils as they can evacuate safely
		5. Consider whether there is a need for training staff in the use of British Sign Language or Makaton	SENDCO/SLT	Reactive - As the need arises	Parents and pupils will be better able to access information

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4 Improve disability awareness - to ensure a fully inclusive and supportive environment for all stakeholders.	Each school's vision and values support an inclusive environment of respect and resilience PSHE lessons approach diversity and disability awareness Regular training for staff on different disabilities through professional development meetings, individual staff CPD, and the brokerage of training through external partnerships	1.Consult with stakeholders around accessibility and emerging needs.	SLT	Annual reviews (October) - report on stakeholders' input	GB and SLT are aware of opinions and suggestions for further development
		2.Add Disability Awareness to staff induction packs	SLT	Annual reviews (October) - Key information added to induction pack	New staff are aware of pupils' potential needs and so can adjust practice immediately
		3.Provide timely training for staff around emerging and potential SEN and disabilities	SLT/SENDCO	Annual reviews (October) - monitor training delivered, impact and plan future needs	Staff are better able to meet pupil needs as a result of pertinent training.
		4.Ensure that staff implement any PEEPs for applicable children	SLT/SENDCO/Class teachers	Reactive - School prepares and reviews PEEPS annually	School is safer for disabled pupils as they can evacuate safely

AIM	CURRENT GOOD PRACTICE	STRATEGIES FOR FURTHER DEVELOPMENT	PERSON RESPONSIBLE	IMPACT POINTS	SUCCESS CRITERIA
<p>5</p> <p>Improve the learning environment for children with sensory needs so that they are able to access learning successfully</p>	<p>Schools meet the needs of pupils with sensory issues or with an ASC diagnosis, for example:</p> <p>Noise cancelling headphones</p> <p>Calm spaces</p> <p>Use of fidget toys and theraputty</p> <p>Provision of weighted lap pads and stability cushions</p>	<p>1. Develop classroom spaces so that children do not have sensory overload. For example: displays, calm spaces, colours used</p>	<p>SLT/SENDCO/Class teachers</p>	<p>Annual reviews (October) - monitor learning spaces to ensure that actions have been carried out</p>	<p>Pupils with ASC exhibit calmer behaviour and are able to access the curriculum with better outcomes</p>
		<p>2. Explore good practice in SEND schools for supporting children with sensory issues</p>	<p>SENDCO</p>	<p>Reactive - School to investigate with link school Evergreen if an applicable pupil is admitted - reactive</p>	<p>Pupils with ASC exhibit calmer behaviour and are able to access the curriculum with better outcomes</p>
		<p>3. School engages with WCC and the PINS project</p>	<p>Headteacher/ SENDCO and all staff</p>	<p>Start the training in September 2025 Ongoing project for a year</p>	<p>staff will better understand the needs of ASC pupils and the ways to fully include them within school and the learning environment</p> <p>Pupils with ASC will feel that their needs are better met</p>