

## Lift Schools documents

# Accessibility Plan

|                              |                                          |
|------------------------------|------------------------------------------|
| <b>Domain of application</b> | Lift Plumberow                           |
| <b>Review cycle</b>          | Annual                                   |
| <b>Approved by</b>           | David Atter, Regional Education Director |
| <b>Date of last review</b>   | September 2025                           |
| <b>Date of next review</b>   | September 2026                           |

## ***Plumberow Primary School - Accessibility Plan***

This Accessibility Plan (the plan) should be read in conjunction with our trust wide Accessibility Policy.

The plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Principal, SENDCO, Area Site Manager, and Regional Estates Operations Manager are accountable for ensuring the implementation, review, and reporting on progress of the plan over a 3 year period.

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

This plan is updated to reflect statutory requirements for the setting of equality objectives.

The plan is structured to complement and support the trust's equality objectives. We understand that OFSTED inspectors may include a school's accessibility plan as part of their review and will advise upon the compliance to the Equality Act 2010.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The school intends, over time, to increase the accessibility of provision for all pupils, staff and visitors. The plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This will cover making reasonable adjustments and improvements to remove physical barriers to access the buildings and provide physical aids to access education as necessary.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life as are able-bodied pupils. This will cover teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It will also cover the provision of specialist auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand outs, timetables, leaflets and

## Plumberow Primary School - Accessibility Plan

information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The plan relates to the key aspects of the physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff on their duties under the Equality Act 2010.

| Planning area                      | Targets                                                                               | Strategies                                                                                                                                                                                                                                | Tim<br>esca<br>les | Lead      | Success criteria                                                                |
|------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------|---------------------------------------------------------------------------------|
| Access to the physical environment |                                                                                       |                                                                                                                                                                                                                                           |                    |           |                                                                                 |
|                                    | To liaise with each of the local preschools who have school ready children each year. | <ul style="list-style-type: none"> <li>To identify pupils who may need adapted or additional provision</li> </ul>                                                                                                                         | Y1                 | TB        | Provision set in place ready for when the child/ren start school                |
|                                    | Investigate and review disabled access to all school buildings.                       | <ul style="list-style-type: none"> <li>Audit the need for ramps</li> <li>Provide access to disabled toilets</li> <li>Ensure any new construction including entry/security system meets the appropriate Accessibility guidance.</li> </ul> | Y1                 | Site Team | The school building will be accessible to all pupils including those with SEND. |

| Planning area            | Targets                                                                                                                                                              | Strategies                                                      | Timescales | Lead | Success criteria                                                 |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|------------|------|------------------------------------------------------------------|
| Access to the curriculum |                                                                                                                                                                      |                                                                 |            |      |                                                                  |
|                          | To liaise with pre-school providers to prepare for the new intake of children into Foundation each year.<br>To liaise with educational establishments to prepare for | To identify pupils who may need adapted or additional provision | Y1         | SLT  | Provision set in place ready for when the child/ren start school |

## Plumberow Primary School - Accessibility Plan

|  |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |         |                                                                                                                                                                                                                                        |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | the intake of new children who transfer within year.                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |         |                                                                                                                                                                                                                                        |
|  | Ensure PE team provide alternative access for students with disabilities                                                                           | PE team to devise their own guidelines for supporting all students to actively participate in all lessons.                                                                                                                                                                                                                                                                                                                                                                                                                             | Y1 | PE Team | Full access for all curriculum areas.                                                                                                                                                                                                  |
|  | Enable staff to continually update and increase their knowledge and understanding of the needs of all students to remove any barriers to learning. | Continue to provide training on practical differentiation strategies available in the classroom.<br>Ensure staff use strategies suggested by specialist teachers including access to PowerPoints/lesson notes/worksheets in advance, additional time and use of laptops/tablets as appropriate.<br>Include specific reference to SEN/disability equality in all curriculum reviews MERs to monitor provision.<br>Provide additional training to staff on disability equality issues to ensure all are aware of their duties under DDA. | Y1 | SLT     | Increased staff confidence in providing appropriate teaching and support for students with disabilities. No significant gap in progress between students with SEND and other students or opportunities to their curriculum entitlement |

| Planning area                   | Targets                                                                                                                                                                  | Strategies                                                                                                                                                                   | Tim<br>esc<br>ales | Lead | Success criteria                                                       |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------|------------------------------------------------------------------------|
| Delivery of written information |                                                                                                                                                                          |                                                                                                                                                                              |                    |      |                                                                        |
|                                 | Ensure information in lessons, assemblies and arranged events can be read on the board and screens and that teacher's/presenter's voice can be heard by all individuals. | <ul style="list-style-type: none"> <li>Audit of classrooms; halls and other learning spaces to ensure the position of screens and sound facilities are optimised.</li> </ul> | Y1                 | SLT  | All students can see and hear lessons and participate fully in lessons |

