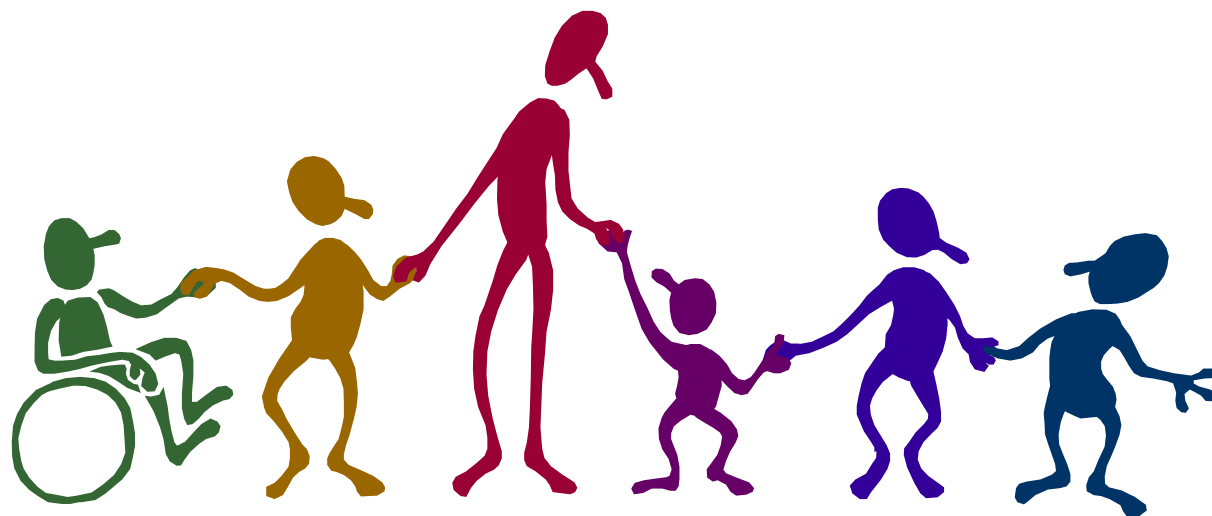


Lowton West Primary School

Accessibility Plan 2024-2027

September 2026



Lowton West Primary School

Aiming High Together



School Vision

To inspire, achieve and succeed, we will aim high and build dreams and futures together.

Mission Statement

Providing the highest quality education, care and support for the whole school community.

Our mission statement is based on RESPECT:

R = Recognising the needs of the individual child

E = Ensuring a unique and engaging curriculum

S = Supporting each other to learn and achieve

P = Passionate about providing the highest quality education

E = Encouraging creativity, self – expression and imagination

C = Creating confident, resilient, life – long learners

T = The voice of everybody is heard

All the above statements help us to understand how we can all make a positive contribution to the school and the wider community.

We will do this through our core values:

- Respect
- Resilience
- Kindness
- Confidence

We also, at Lowton West Primary School, strive to develop and uphold British Values.

The five British values that the Government has identified for schools to focus on are: -

- Democracy
- The Rule of Law
- Individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Developing personal and social responsibility
- Respect for British Institutions

There are more details on how our school demonstrates and develops these British Values in our British Values Policy and on our website.

Equality at Lowton West Primary School

At Lowton West Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith/religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Lowton West Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The school accessibility plan takes into account the requirements of the:

- Children and Families Act 2014

- Special Educational Needs and Disability Code of Practice 2014

- Equality Act 2010, DfE: Equality Act 2010: Advice for Schools and Public Sector Equality Duty (PSED) 2023

- Council for Disabled Children – Disabled Children and the Equality Act 2010: What teachers should know and what schools need to do, March 2022

DfE: Supporting Pupils with Medical Conditions

Many young children may have a disability under the Equality Act 2010 - that is '...a physical disability or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' (SEND Code of Practice 2014, Introduction Section xviii)

As stated in the SEND Code of Practice 2014, Section xix, the Equality Act 2010 sets out the legal obligations that schools have towards disabled and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared to their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled and young people might require and what adjustments might need to be made to prevent that disadvantage.

Schools must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people and must demonstrate their compliance by publishing information and objectives to achieve the school's core aims.

The school recognises its duty:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan

In publishing our Accessibility Plan, we will set out how we plan to increase access for disabled pupils to the curriculum, the physical environment and to provide information.

In producing our Accessibility Plan and publishing our Local Offer, we will outline school's arrangements for the admission of disabled children, the facilities provided to assist access of disabled children and their accessibility plans (recorded through pupils' Individual Health Care Plans).

The school's Local Offer (known as the SEND Information Report) is available on our school website and available in print upon request.

In producing the school's SEND Information Report and Accessibility Plan, the school will record the steps taken to prevent disabled children being treated less favourably than others.

Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the headteacher

- It is the headteacher's role to implement the school's Accessibility Plan and she is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Accessibility Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

Increasing access for disabled pupils to the school curriculum

Aims	Strategies	Timescale	Responsibility	Success Criteria
To ensure staff receive specific training to support children with a disability.	Annual Manual Handling Training for the SEND support staff to be reviewed and booked as required. Staff who are part of a pupil's Individualised Care plan receive the appropriate training they need in order to carry out their duties effectively. Annual training for staff from Diabetes Nurse, School Nurse, Epilepsy Nurse as required. Staff to attend review meetings with Diabetes Nurse in school. Discussions with staff to ensure they are fully confident in their role. The SLT to be aware of staff training needs. Staff training needs to be reviewed annually. SENDSCO to deliver and coordinate training where appropriate.	Autumn Term 2026 and ongoing	HT SENDCo	Staff training attended. Raised confidence of support staff and teachers. All staff aware of pupils' needs.

	Staff to receive specialist training and support from agencies as and when required throughout the year – e.g. Speech and Language, OT, Diabetes Nurse, Sensory Support Services.			
All pupils with health care needs and/or disabilities have a current Individual Health Care Plan.	To ensure appropriate Health Care plans are established and adhered to. Ensure all staff working with pupils with health care needs and/or disabilities review an Individual Health Care Plan in consultation with parents, support staff and specialist support (for example: OT, School Nurse, Diabetes Nurse, Physical Disabilities Outreach Team, Sensory Support and Physiotherapy).	Autumn Term 2026 and ongoing As required	HT/ SENDCo	Health Care plans are updated and stored in the relevant Year Group Care Plan Folder. Class teachers and 1:1 support staff have updated copies in the class SEND file/ Pastoral file. A copy of Care Plans is available in the class register box for visiting teachers. All staff are aware of individual's needs.
Ensure all staff are aware of disabled children's curriculum access. • To ensure that Lowton West offers a curriculum which enables all pupils to achieve and is reviewed to make sure it meets the needs of all pupils. • To ensure that all pupils have access to all areas of the curriculum; staff ensure they remove all barriers to learning. • Ensure that all recommendations from	Information sharing through regular meetings, reports from all agencies involved with pupil. Ensure all access plans are included in the pupil's Individual Health Care Plan. Ensure all staff working with the pupil have access to the Individual Health Care Plan. The curriculum is monitored and adapted when needed continuously to meet the needs of all children, ensuring the protected characteristics are taught and embedded and equality and diversity is prominent. Scrutiny of the curriculum is also welcomed via external consultants. Subject leaders and SLT monitor the quality of teaching provision using triangulation of evidence, such as book/ planning scrutiny, observation and pupil voice. SENDCo and Inclusion Team will ensure the	Autumn Term 2026 and ongoing As required	HT/ SENDCo	All staff are aware of individual's needs. All staff can plan lessons for individual pupils to access curriculum.

agencies and reports are implemented and monitored. • To ensure that teachers continue to plan content using a 'breakdown of learning sequence' to help incorporate small step progress for SEND children. • To ensure that every member of staff has the highest expectations of all children. • Curriculum resources include examples of people with disabilities including other protected characteristics. • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs & interventions are carried out where needed. • To ensure staff continue to receive necessary and timely training on a range of effective strategies to support learners with SEND- focusing	quality of provision for children with SEND is appropriate and adheres to the recommendations from agencies. Identified pupils to work with speech and language therapists, physio therapists and play therapists on specific programmes. Follow recommendations from TESS, Speech and Language and Educational Psychologist to adapt resources and how information is orally delivered. Subject leaders also track progress for all pupils in their subject on a termly basis, as well as the headteacher tracking progress during the termly assessment cycle. Audit current interventions and their success/impact on progress - Provision mapping and continuous class discussions with each teacher. Impact measured from a start to end point over specific timescale. Every staff meeting is considered CPD and training, and adequate time is allocated to training specific to learning needs. Pastoral support for pupils in need with the Pastoral team. Access arrangements are organised effectively during the exam period and pupils are able to utilise the full range of access arrangements that they are entitled to.			
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on key areas of need as they arise. • Raising the awareness of a range of protected characteristics and of equality via: - Staff meetings - PSHE curriculum - Assemblies - Celebrating differences/ diversity across the curriculum - producing a rounded individual that is fit for life- mentally, physically, emotionally and with a good understanding of personal safety. • Access arrangements will be made to assist pupils with access to formal assessments.				
Review PE curriculum for individual pupils, considering individual needs and ability to access the PE scheme of work.	Teachers to meet with the Physical Disabilities Outreach Team and/or PE Subject Leader to plan PE lessons for individual pupils. PE Scheme of work developed with inclusive approach and progression for all pupils including pupils with medical needs, physical disabilities and SEND. The Outreach Team to visit school termly to observe pupils with a disability in PE and advise or support staff where necessary. The Outreach Team are invited to Early Help Meetings at school to review the support offered by school, where appropriate. Pupils provided with opportunities to access After School Clubs, providing additional support staff where needed. Review provision termly to ensure clubs provided are fully inclusive, following	Autumn Term 2026 and ongoing As required	HT/ SENDCo PE Subject Leaders	All pupils are able to access PE and are able to excel.

	guidance from Outreach, physio and OT.			
Improve the delivery of information to pupils with a disability. Ensure staff provide a range of communication methods to make sure information is accessible. Ensure we have the option to promptly make available written material in alternative formats when specifically requested. Make it known that we can provide information in different formats upon request ie school website/ school office/ emails. Ensure the consistent use of (and the embedding of) dyslexia friendly cursive font. Ensure that adjustments are made in exercise books, resources, external assessment resources (where appropriate and instructed) such as use of colour paper/ pens, spacing, layout etc	Provide a range of communication methods to make sure information is accessible. This should include: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations The SENDCo and Inclusion Lead to ensure the quality of provision for children with SEND is appropriate and adheres to the recommendations from agencies. Resources adapted to the specific needs of the individual, including matt laminating pouches to be used to eliminate glare and reflectivity, specific font and font size for visually impaired pupils. Software is available to support pupils in learning. Recording devices available to support pupils with working memory difficulties. Writing slopes and aids to enhance writing position and comfort when writing. Dyslexia friendly training for key staff to support individuals. Purchase of reading books to support dyslexic readers.	Autumn Term 2026 and ongoing As required	All Staff Office Staff	Autumn Term Check website each academic year Include in Autumn term parents newsletter and make explicit on the school website. Ongoing
All educational visits to be accessible to all.	SENDCo, Outreach Team, SLT to support staff when planning trips to ensure all trips are accessible. Individual Risk Assessments for SEND pupils with high level of needs will be completed by class teacher and 1:1 teaching assistant and	Autumn Term 2026 and ongoing As required	HT	All pupils in school are able to access all educational visits and take part in a range of activities. Just Join In celebrations/

	additional staff (2:1) allocated where required. Ensure each new venue is vetted for appropriateness. Arrange meetings with staff at venue/ visit venues where appropriate and record requirements in the school visit risk assessment. The Outreach Team attend Early Help Meetings at school to review the support offered by school and offer advice relating to educational visits, where appropriate. Hire additional transport to accommodate wheelchair users where needed. Clean and quiet facilities for diabetic children in school to test blood and administer insulin as required should be considered during the planning of school trips/ visits and recorded in the risk assessment.			Inclusive Sports Events to be attended by pupils.
All extra-curricular clubs and activities to be accessible to all.	SENDCo, Outreach Team, SLT and PE subject leaders to support staff when organising extra-curricular activities to ensure they are accessible. School to provide additional support staff to support pupils during extra-curricular clubs and activities. Individual pupils' needs to be recorded in risk-assessments where appropriate.	Autumn Term 2026 and ongoing As required	HT	All pupils in school are able to access all extra -curricular clubs and events and take part in a range of activities. SLT to review clubs and events to ensure a variety of clubs are available for all pupils, including inclusive sports such as bowling, boccia and curling.
To ensure multi-agency consultation/Early Help Plans are in place as appropriate.	Pupils and families receive the support they need in school or from outside agencies.	As required	HT, DHT, Pastoral and Safeguarding Manager	Early Help Plans are in place to support pupils and their families.

Improving access to the physical environment of the school

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors,	To create Individual Health Care Plans for individual pupils and outline all access needs.	Autumn Term 2026 and ongoing As required	HT/ SENDCo	All staff are aware of individual's needs.

parents/ carers and visitors.	Be aware of the access needs of staff, governors and parents and meet as appropriate. Consider access needs for parents and pupils during home visits prior to new Reception pupils starting and plan appropriately. Meet with parents/ carers and specialist teams (such as the Sensory Support, Physical Disabilities Outreach Team, School Nurse and Diabetes Nurse) prior to pupils starting school and prepare access plans through the Individual Health Care Plan.			All staff can plan lessons for individual pupils to access curriculum.
Ensure all equipment provided in the Treatment Room / Hygiene Room is accessible.	Complete annual/ scheduled servicing of equipment provided in the Treatment/ Hygiene rooms.	Annually Termly review	HT, Business Manager to liaise with external companies	Regular checks/ servicing of equipment takes place to ensure that all equipment is accessible.
To ensure an audit (Health and Safety walk around school) is carried out of the physical environment in relation to access by pupils, parents and/or staff with an identified disability. The environment is adapted to the needs of pupils as required. This includes: Ramps (KS1 playground) Corridor width Disabled parking bays Disabled toilets and changing facilities Classroom shelves at wheelchair-accessible height Classrooms are optimally organised for all pupils. • pathways of travel around school are clear and safe; • emergency evacuation	The physical environment is accessible for pupils, parents and staff with a disability. All fire escape routes are suitable for all. Disabled access considered carefully within any new building developments e.g. new sensory rooms. Safety checks of the full school grounds are completed daily by the caretaker on arrival in the morning. The Accessibility Audit is undertaken annually and taken to the appropriate governing committee for discussion and planned action. Disabled toilet and changing facilities are available and maintained. Use of Hygiene Room for pupils with medical conditions/ nappy changing. School policy maintains a clutter- free, tidy classroom and intervention room to eliminate any	Autumn Term 2026 ongoing Termly audit	HT DHT Asst HTs Business Manager H&S Governor	H&S audit carried out Assessments carried out and in place for disabled pupils Daily and weekly checks for clear pathways and tidiness.

systems are set up to inform all pupils – alarms with both visual and auditory components • access to all areas is well lit • no signs or decorations around school are confusing or disorientating to pupils with visual impairment, epilepsy or autism • minimal background noise for hearing impaired pupils – consideration of a room's acoustics • all furniture and equipment must be selected to suit the needs of all pupils. • The car park, roads, paths around school are as safe as possible.	potential hazards for staff and in particular children with visual needs. Checks are completed by SLT during monitoring visits.			
Ensure all disabled pupils can be safely evacuated.	Put in place a Personal Emergency Evacuation Plan (PEEP) and risk assessment for all pupils with difficulties. Ensure all staff working with pupils are familiar with PEEP and risk assessment and are aware of their responsibilities.	Autumn 2026 and as required	HT, DHT Mrs Ward	All disabled pupils and staff working alongside are safe in the event of a fire or fire drill.
Ensure all specialist equipment used in classrooms is checked regularly for pupils with hearing impairment.	Sensory Support Services to visit school regularly to check and monitor sensory equipment. Sensory Support Team to meet with class teachers Autumn term to review provision in the classrooms/ hall and ensure staff are trained on how to use sensory equipment and equipment is working properly. Support staff to check specialist equipment regularly and report any concerns regarding wheelchairs, specialist equipment to HT/ SLT straight away.	Autumn Term 2026 and ongoing As required	HT/ SENDCo	All children have access to equipment.

Eliminating discrimination, promoting equality of opportunity and foster good relations between disabled and non-disabled pupils

To promote more annual events in school, such as Black History Month, Deaf Awareness Week, Dyslexia Awareness Week or International Day, to raise awareness of issues around race, disability and gender.	Use of school assembly's calendar to promote events. Evidence of annual events taking place to raise awareness of issues around race, disability and gender. Development of displays around school to promote positive images relating to disability. Visitors invited into school – Guide Dogs etc	Ongoing New Assembly calendar to be produced September 2026	HT, SLT, PSHCE Lead	Increased awareness of issues around race, disability and gender.
To ensure staff and pupil awareness is increased regarding disability issues and to be aware of their specific duty.	Teachers will use the PSHE&C curriculum to promote the understanding of disabilities in school. Staff will find ways in which <u>all</u> pupils can take part in sport, drama and music (using Outreach support to plan opportunities where required.) Staff will plan out-of-school activities and school trips in such a way that pupils with disabilities can participate.	Ongoing – Jigsaw PSHE curriculum in place New Assembly calendar produced September 2026	HT, SLT, PSHCE Lead	All staff will be aware of the British Values, requirements of SEND Code of Practice 2014, including the accessibility plan. Pupils will have a sound understanding of disability and equality of opportunity for <u>all</u> pupils.
Ensure all pupils are given the opportunity to make a positive contribution to the life of the school.	Opportunities are encouraged through involvement in the School Council and Eco-Committee, play buddies, Sports Leaders, Mental Health Ambassadors, monitors/jobs, assemblies, fund raising etc.	Sept 2026 and ongoing	HT, DHT PSHCE Lead	More diversity in school council and Eco-Committee membership. Opportunities to contribute to wider school life evident.

MONITORING AND REVIEW

- The school will collect and analyse evidence and data on children's achievement, attendance and participation and use this to inform strategies to raise achievement;
- The Accessibility Plan will be prepared every three years and will be reviewed annually.