



Larkholme Primary School

Windermere Avenue, Fleetwood, Lancashire, FY7 8QB ☎: 01253 874024 email: office@larkholme.lancs.sch.uk

Accessibility Plan 2017 -2020

At Larkholme Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Larkholme 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to



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confidentiality.

The Larkholme Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

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

- Behaviour Management Policy
- Curriculum Policies
- Disability Equality Scheme
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.



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Accessibility Plan: February 2017-January 2020

Issue	Action	People/Resources and any timescales	Success Criteria	Monitoring method: Who? How?
Two-storey school – access to the first floor for those unable to use the stairs. Lift in place.	Lift access to all floors with safety controls. To be checked for safety regularly.	Annual Service contract	Lift and controls in operation	Bursar
Disabled toilet available with electronic bed available for children with disabilities.	Named staff are trained and available for pupils to use the toilet and changing facilities.	Named staff members.	Pupil able to access disabled toilet	EYFS
Access to building – some entrances and exits have steps.	Plan an alternative route for anyone requiring non-step access.	Whole staff Headteacher Governors – Buildings and grounds Committee	All pupils can access the whole school building	Headteacher Governors – Buildings and grounds Committee
No unauthorised access to the building.	Outside doors need a card reader to gain access or have no outside handle and can only be opened from the inside.	Whole staff Headteacher Governors – Buildings and grounds Committee	No unauthorized access to pupils or school building	Headteacher Governors – Buildings and grounds Committee
Raise staff awareness of disabilities issues whenever appropriate (1).	<ul style="list-style-type: none"> School to seek advice from experts. Consider the needs of specific pupils, both for school and off-site activities 	LA Health authority Disability Rights Commission All school staff	Teachers and TAs aware of issues. Detailed information and support available and passed on by	Headteacher SLT SENCO Class Teachers TAs Other non-teaching staff



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			staff.	
Raise staff awareness of disabilities issues whenever appropriate (2).	Promote disability equality via: <ul style="list-style-type: none"> • Staff meetings • PSHCE lessons • Assemblies • Celebrating difference 	Whole staff	Increased whole school awareness of disability issues	SENCO All staff
Ensure class environment enables access for all pupils.	<ul style="list-style-type: none"> • Consider furniture layout • Consider the heights of tables and chairs • Make sure there is adequate space for movement around the room • Consider appropriate equipment is available 	Class Teacher SENCO Advisors for children with SEND	Classroom is fully accessible for all pupils.	Headteacher SLT Class Teacher SENCO Advisors for children with SEND
Ensure all school trips and residential visits are accessible for pupils with learning or physical disabilities.	<ul style="list-style-type: none"> • Thorough planning • Advance visits • EVOLVE form and risk assessments • Parental involvement 	Visit leaders Educational Visits Leader Headteacher SENCO	School trips and residential visits are accessible for all pupils.	Visit leaders Educational Visits Leader Headteacher SENCO Feedback from pupils
Strive to ensure the curriculum is fully accessible to pupils with any type of difficulty or disability.	<ul style="list-style-type: none"> • Consider alternative communication systems • Consider the way information is presented to pupils • Consider the ways in which pupils can communicate 	All staff Subject leaders SENCO Advisors for sensory impairments and children with SEND	Curriculum is fully accessible for all pupils	Headteacher SLT SENCO



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	their ideas			
School policies make reference to provision for pupils with difficulties and disabilities	Policies include this information.	Whole staff Subject Leaders Advisors	Policies include provision for pupils with difficulties or disabilities	Headteacher Subject Leaders



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