

The Loriners MAT Accessibility Plan

2025-2028

Park Hall Junior Academy and Park Hall Infant Academy

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Aims

At The Loriners MAT we are committed to providing all our pupils with a safe, secure and inclusive school so that all our pupils are given equal opportunity to achieve the highest standards. We take account of all our pupils varied life experiences and needs and recognise that all pupils have a right to an education and to rich cultural capital through a broad and balanced curriculum. We aim to reduce and remove barriers to learning, the curriculum and all that it encompasses and the school environment for all pupils, visitors, staff, parents and carers with a disability.

The Loriners MAT promotes the uniqueness of all our pupils irrespective of ethnicity, faith, age, disability, gender or background. We will treat all our pupils, parents, carers, staff, visitors and local community with respect and without any discrimination. All our pupils will have equality of opportunity.

We define equality in line with the Equality Act 2010 and extends to all those with **protected characteristics**. This makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Public Sector Equality Duty

As set out in the Equality Act and Schools (chapter 5) and Equality Act 2010 (section 149)

General equality duty

The Public Sector Equality Duty (PSED) has three main elements. In carrying out their functions, public bodies must have due regard to the need to:

1. Eliminate discrimination and other conduct that is prohibited by the Act
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. Foster good relations across all characteristics - between those who share a protected characteristic and those who do not.

The duty to have "due regard" to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications. The guidance suggests that it is good practice for schools to keep a note of any equality consideration, and that publishing it will help to demonstrate that the due regard duty is being fulfilled.

Eliminating discrimination and other conduct that is prohibited by the Act

Evidence that the school is aware of the requirements of the Act and is complying with the duties includes:

- Copies of policies (for example, the behaviour policy, child protection policy, curriculum policy) where included information has been effective in increasing schools ability to eliminate discrimination, reduce bullying etc.

- Awareness raising sessions with Governors, staff and pupils and the impact of these – see Executive Head Teacher reports and Governors minutes
- Information on the action the school has taken to reduce discrimination such as responding to feedback from parents and pupils - parent questionnaires regularly completed and collated
- Impact of aspects included within the curriculum aimed at eliminating discrimination

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

Evidence of compliance with this aspect includes:

- Recording of feedback from pupils/parents on action taken to reduce gaps in attainment between diverse cohorts of pupils e.g. providing social skills support or a sanctuary for those with autistic spectrum disorders
- Evaluation of action taken by the school to remove/minimise disadvantages experienced by disabled pupils e.g. additional support evidenced through TAs timetables, increased use of IT to reduce reliance on reading text etc.
- Steps to meet the particular needs of those with a disability through reasonable adjustments evidenced through teachers planning – access visits and plans
- Accessibility plans aimed at increasing active participation.

Fostering good relations across all characteristics

The evidence that school can provide to demonstrate this includes:

- Identifying and evaluating the impact of curriculum content that aims to promote tolerance and friendship and develop understanding of different disabilities.
- Recording of activities (school/class organisation for instance) that aims to reduce prejudice and increasing relationships between diverse pupil groups
- Impact of increased involvement with local communities/ partnerships with other schools that is aimed at increasing empathy between different groups of pupils

Specific duties

In addition to its inclusion within the PSED equality objectives, schools have a duty to make reasonable adjustments for pupils with a disability. The DfE non-statutory guidance states that this duty can be summarised as follows:

- Where something a disabled pupil is placed at a disadvantage compared to other pupils, then the school must take reasonable adjustments to try and reduce/remove the disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.
- Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

Reasonable adjustments

Factors a school may consider when assessing the reasonableness of an adjustment, may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the SEN route. Cost will play a major part in determining what is reasonable. For example, a small rural primary school may not be able to provide specialised IT equipment for any disabled pupils who may need it and it may not be reasonable for the school to provide that equipment. On the other hand, a much larger school might reasonably be expected to provide it.

The guidance states that many pupils with a disability will have an EHCP and therefore auxiliary aids provided by the LA and so may not require anything further. However, if the EHCP doesn't provide the necessary aid, then the duty to consider reasonable adjustments and provide these will fall to the school.

Accessibility planning

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010. Accessibility plans in schools are aimed at:

- Increasing the extent to which disabled pupils can **participate in the curriculum**
- Improving the **physical environment** of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of **accessible information** to disabled pupils.

1) Participation in the curriculum

The continuous improvement of teaching and learning lies at the heart of the ethos of our schools. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning that meets the needs of all children and ensures inclusive practice.

The curriculum covers teaching and learning and wider provision embracing after school clubs, leisure, sporting and cultural activities, participation in school responsibilities such as school council and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation. Our websites will celebrate the achievements of all our pupils ensuring equality of representation.

2) Physical environment

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The **physical environment** includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to **physical access** include ramps, handrails, widened doorways, adapted toilets and washing facilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space. The Junior Academy is a two storey building and there are handrails and a one-way system in place on the stairs. A re-arrangement of classrooms would be put in place if there were any pupils who were unable to use the stairs and they would be taught on the ground floor. Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly points are on the playground. We will review the provision of a visual alarm should the need arise. Pupils/staff with additional specific needs have personal evacuation plans (PEEPs) in place. These are reviewed annually. **Physical aids** to access education cover IT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as specialist pens and pencils.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises such as improved access, lighting, acoustic treatment, colour schemes, and more accessible fixtures and fittings.

3) Accessible information

This part of the duty covers planning to make written information normally provided by the school to its pupils available to those with a disability. Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Pupils with visual and specific reading difficulties who may have difficulties reading or copying from the board are given either overlays, printed copies of texts enlarged / provided with a Chromebook to zoom in on text and images, or information is written down for them. Our schools take account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication. We consider how all information normally provided in a written format including work sheets, timetables, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability. Access Arrangements are put in place when pupils sit Statutory Standardised Tests (SATs) such as printing test papers on coloured paper, and ordering enlarged print versions of test papers or having a scribe.

Monitoring

The trustees will review the Action Plan annually. They will measure the impact of any changes or initiatives on the quality of school life for all its pupils, families and community.

Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1) Increasing the extent to which disabled pupils can participate in the curriculum

Target	Strategy/Action	Lead	Outcome	Timeframe	Achievement
Training for staff on increasing access to the curriculum for SEND learners and removing potential barriers	Internal and external training and support from outside agencies eg visual impairment services, hearing impairment services, Lindens Outreach-accessibility for pupils with physical impairments, EP and OT. TA training on adapting lessons for their 1:1 pupils. Staff meetings addressing inclusive practice and SEND processes and inclusive practice	SENDCO Head of School	Staff are able to more fully able in adapting the curriculum to meet disabled children's' needs is improved	Ongoing	There is an increase in pupil participation and the curriculum is more broad and effective to meet the needs od SEND pupils
All educational visits, activities and residential trips are accessible to all pupils	Review all out-of-school provision to ensure compliance with legislation. Year group staff to carry out risk assessment prior to visit and include reasonable adjustments. All risk assessments are monitored and agreed by Educational Visits Coordinator	Year group Leads EVC	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. All risk assessments are shared with adults on the activity	Ongoing	Increase in access to all out of school activities for all SEND pupils
Ensure all pupils on SEND list with an Education and Health Care Plan (EHCP) have a provision map in place and all pupils on School Based Support or above have an Assess, Plan, Do and Review Target sheet (APDR)	Provision maps for all pupils reviewed annually and Assess, Plan, Do and Review Targets reviewed termly or sooner if deemed necessary.	SENDCO Class teachers	Provision maps and Assess, Plan, Do and Review Targets are up to date and form a key part of the planning process for our SEND pupil to ensure they make progress and access all aspects of school life	EHCP Annually APDR Termly	All our SEND paperwork accurately and timely reflects the SEND needs of pupils and the support that is in place
Review TA deployment as needed to enable pupils to be appropriately supported.	Discuss termly at intervention meetings with SLT and teaching staff	Executive Head Teacher Head of School SENDCO Senior Year Group Lead	Adult support is available during times that individual pupils may need support to fully access the curriculum.	Termly and annually.	Pupils have access to support to accelerate the rate of their progress and learning
To ensure that the medical needs of all pupils are met fully within the capability of the school	To meet with parents/carers and where necessary liaise with external agencies. Make relevant referrals to external agencies to identify training needs	Head of School SENDCO Senior Year Group Lead	Procedures are put into place for administering any medications and relevant agencies are supporting school.	Ongoing	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.

Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases		Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing	There is an increase in pupil participation and the curriculum is more broad and effective to meet the needs of SEND pupils
--	--	--	--	---------	---

2) Improving the physical environment of the school

Target	Strategy/Action	Lead	Outcome	Timeframe	Achievement
To be aware of the access needs of any disabled child, staff, governor, parent or carer	To meet with those affected and discuss any issues they may be experiencing accessing the school site	Head of School SENDCO	Plan of action for ensuring access to schools is put into place.	Ongoing and monitored	Those with a disability have are able to access the school safely.
To ensure all pupils and adults with a disability can be safely evacuated in an emergency	All PEEP's (Personal Emergency Evacuation Plans) need to be updated and shared. Ensure all fire exits are kept clear and that exit routes are clearly signposted and accessible. Ensure parents & visitors are made aware of relevant exits & plans when on site, including location of ramps where appropriate	Executive Head Teacher SENDCO Site Manager	PEEP's are all complete and in place. Health and Safety inspections conclude school is adhering to correct procedures in terms of fire safety.	Ongoing Termly	In case of an emergency all pupils and adults are able to safely leave the building and meet at designated fire points.
Maintain safe access round the interior and exterior of the school	Regular checks to ensure all areas including walkways are safe, clear and free from obstructions. Playgrounds are free from materials and objects that could cause harm after the weekend or weather conditions.	Executive Head Teacher Site Manager Year Group Leads Premise Governors meeting and premise walk.	Internal areas are free from obstruction and walkways are clear. External areas-any obstructions, materials or objects that could potentially cause harm are either removed or barricaded off until a time that they can be safely dealt with.	Ongoing Termly	The whole school community is able to move about freely and safely both within school and around the school grounds.
Accessible car parking	All parking areas need to be checked as part of access monitoring and premise walk.	Executive Head Teacher Site Manager	Bays are remarked Disabled bays are remarked	Annually	All staff, visitors to the school have suitable, clearly visible parking spaces and can park and access the school site safely.

To ensure all areas of school are accessible to pupils with a disability	Any reasonable adjustments to areas made as required where applicable such as purchasing a ramp, installing additional hand rails. Raise awareness of mobility issues in classrooms – positioning of furniture, floor space Lindens Outreach for advice	Executive Head Teacher Site Manager SENDCO Year Group Leads	Movement around school and within classrooms is safe and accessible for pupils with a disability.	Ongoing	Pupils with a disability are able to take part in everyday school life inclusively.
--	---	---	---	---------	---

3) Improving the availability of accessible information

Target	Strategy/Action	Lead	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats	Head of School Senior Year Group Leads	The school will be able to provide written information in different formats when required for individual purposes.	Ongoing	Delivery of information to all parents/carers
The school moves towards an electronic method of communicating to parents	Development of website and ScoPay Parental questionnaires Newsletters Year Group letters	Head of School Senior Year Group Lead Senior Admin Officer	Increased use of website and ScoPay	Ongoing	Parents are easily accessing the correct information and school is able to effectively communicate with parents.
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Vision Support Service on alternative formats and use of IT software to produce customised materials	SENDCO	All school information available for all	Ongoing	Delivery of school information to pupils & parents with visual difficulties improved.
Improve use of pictorial communication systems (Widgit)	Purchase Widgit to improve picture communication support. Use Widgit to make classroom resources (eg.word mats, visual timetables, social stories). Use Widgit to support our EAL pupils. Use Widgit to support our nonverbal pupils by creating Aided Language Displays (ALD)	SENDCO	Staff have physical resources using Widgit for all pupils to access learning. Staff have ALD with some that are bespoke for individual learners.	Ongoing	There is an increase in pupil participation in lessons. There is a decrease in pupils SEMH needs. There is an increase in communication by our non-verbal pupils.
To ensure that SEND Termly and Annual Review/parent meeting information is as accessible as possible	Child-friendly targets. Offer opportunity for parents to bring someone to the meeting with them. Access to translators/interpreters to be offered where possible.	SENDCO Class Teachers	All SEND paperwork is accessible and parents/carers have information shared using home language where needed	Termly Annually	Parents/carers are able to support their child to achieve their SEND targets