

Larkspur Community Primary School Accessibility Policy



Updated November 2025
Next review date: November 2026

Staff responsible – Mrs K Anglesea (Head Teacher) &
Mr L Rankin (Site Manager)

Date: November 2025 Review: November 2026

ACCESSIBILITY POLICY AND PLAN

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in all areas of life including education. It is unlawful for a school to treat disabled people unfavourably.

Under this Act a person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to perform normal day-to-day activities. Unfavourable treatment could include direct discrimination, indirect discrimination and discrimination arising from a disability or harassment. The Act contains further guidance on the meanings of these definitions. In addition, the SEN Code of Practice gives practical guidance on how to identify and assess children with Special Educational Needs.

The school aims:

- To ensure that all students have full access to the curriculum and to the school.
- To ensure that disabled pupils, staff and visitors are not treated less favourably.
- To ensure that the school makes reasonable adjustments for disabled pupils, staff and visitors.

The Equality Act requires the school to plan for:

- Increasing access for disabled pupils to the school curriculum.
- Improving access to the physical environment
- Improving the delivery of written information to disabled pupils, parents and staff.

When a request is made for a pupil with a disability to attend the school, professional advice will be obtained from support services and other relevant professionals. An assessment will be made of an individual's needs including access to the National Curriculum and physical access to the building.

We will consult with parents and carers to identify and if possible remove obstacles to learning.

School Curriculum

Larkspur Community Primary School is committed to providing all children with every opportunity to achieve their potential in every aspect of school life. The school teaches the National Curriculum.

- All pupils are provided with a broad and balanced curriculum differentiated and adjusted to meet the needs of individual children and their preferred learning styles.
- Suitable learning challenges including Learning Plans are set.
- Assessing and responding to children's diverse learning needs is ongoing. This is used to inform future planning.
- The school has a creative curriculum which fosters confidence, independence, self-esteem, respect and sensitivity to the needs of others.
- The school seeks and uses the support available including speech and language, use of ICT, visual aids, adult support.

- All children are able to access other learning opportunities such as school trips, after school clubs, special events, sports day, visitors.
- Staff planning takes into account the abilities and needs of all the children.

Other SEN arrangements

- We have a Senco who liaises with the Educational Psychologist and other professionals to make provision for children with a SEN.
- Parents, their views, concerns and wants are an integral part of the process to meet SEN.
- Learning Plans are drawn up and used to address specific needs and difficulties.
- A variety of strategies are used to support children including additional time and support.
- Teaching Assistants work in each class providing support for all children with additional time given to those children with SEN.
- Careful assessment and monitoring ensure that children access the support they need when they need it.
- Various programmes of work are drawn up and staff work with Senco and other agencies to ensure that their teaching meets the needs of all children.

The School building

There are no internal steps in the building and it fully supports the access of children with all disabilities and especially physical disabilities. The school has a large disabled toilet. Externally there is a lowered kerb from the pavement to allow wheelchair access. The school will make every accommodation to provide additional support or equipment to allow the fullest access and use of the building, to enable access to learning.

Plan

- School will gather information regarding the individual's disability.
- School will discuss with parents/carers and other professionals the specific needs of an individual child.
- A care plan will be provided if required.
- Staff training to support the individual will be organised.
- Internal environment will be further adapted as required e.g. portable induction loop for a deaf child.
- External environment has ramps which are wheelchair accessible.
- Accommodation will be made for vehicular access and support provided to reach the building, if required.

Written Information

Most information is presented in different formats to make it accessible. This includes:

- Differentiated class work or homework
- Visual as well as oral presentation of information
- Use of appropriate sizes e.g. text, picture
- On computer
- In concrete form where required
- Access arrangements to exams including extra time
- The use of a translation tool for information to parents or the services of an interpreter
- Braille copies if required

This policy will be reviewed every three years by the Site Manager and the Premises, Health and Safety Committee.

Accessibility Plan and Disability Equality Scheme Activities

Activities	Resources	Date achieved.	Responsible	Outcomes
1. Leading and monitoring the Disability Equality Scheme				
Review school policies to ensure our vision is explicit.	Staff Teams	Nov 2025	Team Leaders/HT	Statements in all policies, procedures and plans are explicit.
Review and update accessibility plan if needed.	Health and Safety Rep and HT meetings.	Nov 2025	Govs Health and Safety Reps/HT.	DES monitored and reviewed if necessary.
2. Promoting curriculum access for disabled pupils and adults				
Pupils with disabilities can access ICT.	Laptops/Advice from LA and SENSS.	ongoing	DHT/ICT	All pupils with disabilities can access ICT.
School visits to be accessible for all.	Education Visits.	ongoing	HT/Ed Visits Coördinator.	All pupils to be able to access school visits.
Pupils with disabilities to take part in Music/Drama/physical acts	Advice from LA and Medical.	ongoing	All staff.	All pupils taking part in music, drama and physical activities.

3. Improving the quality of information for and about disabled pupils and adults				
Ensure that parents who have a disability can receive all information.	Laptops/text. Black berry. Interpreter.	Ongoing	HT/DHT	Parents can access all information.
4. Improving the physical environment of the school and its services				
Ensure that pupils can move around the school without experiencing barriers.	Disabled toilet/parking and access to all areas.	Ongoing	HT and H&S reps/Govs.	Pupils in wheelchairs can move all around the school without any barriers.
Provide pathways to travel around the site.	Repair any damage to pathways.	Ongoing	HT/ Govs.	Pupils can travel safely around the site.
Ensure emergency evacuation procedures cover pupils and adults with disabilities.	Evacuation plan in classes of disabled pupils.	ongoing	HT/Govs H&S reps.	Emergency evacuation will cover all in school.

