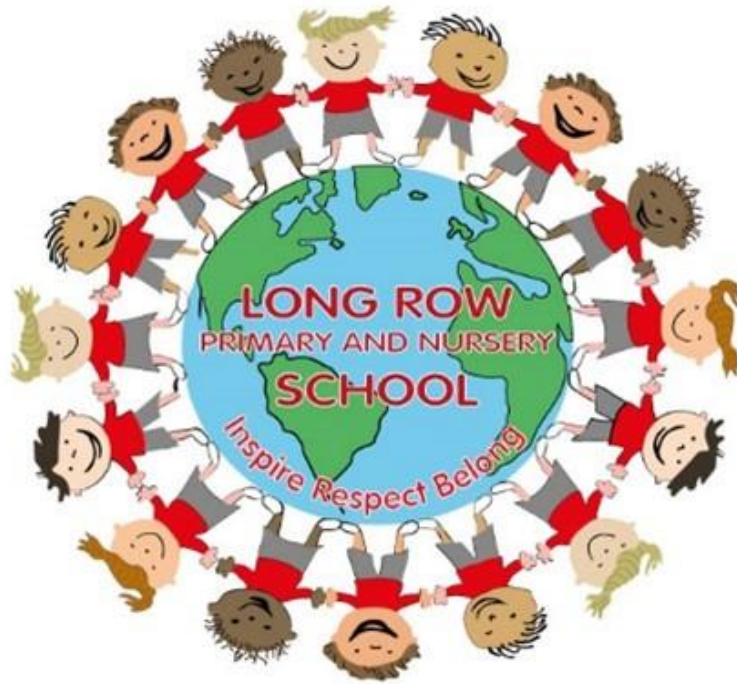


Long Row Primary and Nursery School



Disability, Equality and Accessibility Plan

Date Approved : March 2025

Review Date : March 2026

Disability, Equality and Accessibility Plan

Introduction

This plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. It should be read in conjunction with the Inclusion Policy.

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.**

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.

Objectives

Long Row 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 confidentiality.

Long Row Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Long Row 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.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. 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

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

- Long Row Primary School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. Our commitment to equal opportunities is driven by the National Curriculum Inclusion Statement. The school:
 - sets suitable learning challenges - responds to pupils' diverse needs
 - overcomes potential barriers to learning and assessment for individuals and groups of pupils.
- At Long Row we seek to identify and remove barriers to disabled pupils in every area of school life. Our ethos is to inspire, respect and belong.

1B: Information from pupil data and school audit

Our current disabled pupil population is:

<i>Disability</i>	<i>Number of pupils</i>
<i>Mobility</i>	<i>1</i>
<i>Manual dexterity</i>	<i>3</i>
<i>Physical co-ordination</i>	<i>2</i>
<i>Continence</i>	<i>1</i>
<i>Ability to lift, carry or otherwise move everyday objects</i>	<i>0</i>
<i>Memory or ability to concentrate, learn or understand</i>	<i>10</i>
<i>Perception of risk of physical danger</i>	<i>1</i>

1C: Information from pupil data and school audit

Our current disabled staff population is:

<i>Disability</i>	<i>Number of staff</i>
<i>Mobility</i>	<i>0</i>
<i>Manual dexterity</i>	<i>0</i>
<i>Physical co-ordination</i>	<i>0</i>
<i>Continence</i>	<i>0</i>
<i>Ability to lift, carry or otherwise move everyday objects</i>	<i>0</i>

<i>Memory or ability to concentrate, learn or understand</i>	0
<i>Perception of risk of physical danger</i>	0

1D: Views of those consulted during the development of the plan

- Parents of disabled pupils are also consulted through regular contact with class teachers and the SENCO.
- Members of staff are also regularly consulted about their own access arrangements as well as those of the children they teach.
- We have also used information from the school SEND provision maps to compile accurate information to input.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

At Long Row we continually seek to review planning to ensure increased access to the curriculum for disabled pupils. This is done by:

- individual pupil's needs are met within every lesson
- building accessibility considerations into all new curriculum development work;
- developing a planned approach to increasing access to different areas of the curriculum over the three years of the plan;
- Identification of barriers at whole school, class and subject levels;
- Advice and support from outside agencies;
- Consideration of teaching materials to ensure positive reinforcement of disability;
- Team planning to ensure consistency of approach and shared ideas to increase participation for disabled pupils;
- The appropriate and efficient deployment of teaching assistants
- Ensuring all staff are kept informed of current good practice and new information;
- Timetabling reflects the best use of time and resources for disabled pupils;
- Regular target setting including regular reviews of provision.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The nature of the school buildings has meant that access is not possible to all parts of the school for all pupils but every effort has been made to ensure that as many parts of the school as possible are accessible to as many areas as possible. This is demonstrated by the following:

- Ramped access to most classrooms on ground floor level

- A ramp has been built from KS1/FS classes to the playground
- Removable ramps allow access to the ICT suite, office and KS1 classrooms
- Ramped access to the playing field; ○ 3 disabled toilets
- Lifting equipment available in 2 disabled toilets in both teaching blocks
- One of these toilets has been fitted with a Gerberit toilet that can wash and dry pupils with continence needs
- Interactive whiteboards links to a laptop/ipads for VI pupils and speakers link to radio aids for HI children.
- Sign language and Makaton support for pupils
- Distraction free areas for targeted work with TAs, teachers and colleagues from outside agencies.
- A room is available for students with Social, Emotional and Mental Health difficulties to access positive support including mentoring.

3: Making it happen

Management, coordination and implementation

The governing body will set priorities relating to their responsibilities for the plan. They might consider:

- the school's vision and values for disabled pupils ;
- how the governing body oversees the school accessibility plan and sets a clear direction for it ;
- how the governing body assures itself that the plan is being implemented and that it is making a difference ;
- how and when the school will revise it's plan, including how anyone might contribute to that process ;
- a variety of evidence that can be used in the evaluation of the plan ;
- how they report to parents on the success of the plan.

Implementation

Over the 3 year life of this plan, it will be reviewed annually and relevant changes made to the School Improvement Plan and other policies.

Initially in conjunction with to governing body, the SLT will be responsible for overseeing actions and responsibilities.

Resources will be assessed as required from the physical intervention team at DCC