

Larchfield Primary & Nursery School



Our Vision

Our children are central to all that we do.

Nurturing, caring and preparing them to add value to an ever-changing world.

Accessibility Plan

Approved by: The Standard Committee on behalf of the FGB

Date: July 2026

Next review due: July 2027

Aim

This plan is written to ensure that Larchfield Primary and Nursery School is equally accessible to disabled pupils and pupils with Special Educational Needs (SEN) and that these children are not prevented from achieving academically, or receiving the maximum benefit during their school life by being disadvantaged through inadequate provision of building structures, facilities, resources or curricular/extra-curricular organisation. Our school aims to treat all its pupils and families fairly and with respect.

The main objectives of this plan are:

- The environment is adapted to the needs of pupils and parents/carers as required
- Increase the extent to which pupils with SEN or difficulties can participate in the school 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

Legislation

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in schedule 10 of the Equality Act 2010 and the Department of Education (DfE) guidance for schools on the Equality Act 2010.

According to the Equality Act 2010 an individual has a disability if:

- He or she has a physical or mental impairment and,
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out 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 child with disabilities faces in comparison with a child without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Responsibilities and Monitoring:

This document will be reviewed annually by the Governing Body, but may be updated more frequently if necessary. The Headteacher is responsible for ensuring that specialist help is provided to children with disabilities or specific learning difficulties in line with the LEA guidance and that LEA support services and resources are fully engaged. The Headteacher is responsible for ensuring that accessibility issues are considered during the procurement process.

Larchfield Primary and Nursery School Accessibility Plan

Improving the Physical Access

Target	Strategies	Timescale	Success Criteria
To be aware of the access needs of disabled children, staff, and parents/carers	- Ensure staff are aware of access issues. - Create access plans for individual disabled children as part of the SEND process. - Ensure staff can access areas of school used during meetings. - Annual reminder to stakeholders to let us know if they have access issues with school. - Ensure a Personal Emergency Evacuation Plan (PEEP) is prepared and reviewed to meet all children and adults needs.	On-going	- SEND objectives are in place for disabled. - children and all staff are aware of pupils' needs. - All staff are confident that their needs are met (established via ongoing conversations with the relevant leads). - Monitoring in place to meet new needs. - Parents are able to access all relevant areas of school. - PEEPs are prepared and reviewed as individual needs change.
Ensure there are sufficient fire exits that are suitable for people with a disability	- Health and Safety checks of the school and its surroundings. - Ensure staff are aware of need to keep fire exits clear.	On-going	All people with a disability have access to safe exits from school.
Whole School Evacuation	- Ensure all children with physical disabilities can be safely evacuated from the building in the event of an emergency. - Ensure all staff are aware of their responsibilities - Children to have a PEEP if necessary.	Annually and as new children join the school.	Pupils with disabilities are safely evacuated during drills and in the event of an emergency.
Accessible car parking	- Ensure adequate provision of accessible parking on the school site. - The gate to the playground can be opened to allow access for people with mobility issues to access the school.	On-going	There is accessible parking for disabled members of staff, stakeholders and visitors throughout the day.
All children to be able to access all areas of the school (classroom, library, hall, playgrounds, toilets, outdoor learning areas, MUGA)	- Allocate classrooms to meet children's needs - Provide a ramp to allow wheelchair access in main corridor. - Disabled toilet to provide wheelchair access.	On-going	- Children can access all the required areas of school to meet their needs - Children are able to use the toilet at school. - Children can participate in Outdoor Learning and Physical Education areas (field, MUGA, playground).

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Improving the Curriculum Access

Target	Strategies	Timescale	Success Criteria
Access to learning/in class provision	- Review SEND children's access to curriculum within class sessions. - An adapted curriculum is offered to all pupils. - Monitor to check children in class can access sessions and have access to equipment and adapted resources where needed who require support to access the curriculum e.g. coloured overlays, large dictionaries, standing frames. - Curriculum progress is tracked for all pupils, including those with a disability. - Liaise with other professionals to incorporate strategies and support within classrooms and around the school for children who require specific equipment and adaptations. - Targets are set effectively and are appropriate for pupils with additional needs. - Home visits before a pupil starts in early years.	On-going	All children have access to a broad and balanced curriculum.
All school visits and trips are accessible to all children	- Risk assessments to ensure that all children can access trips. - Ensure venues and transport are vetted for suitability. - Ensure staff are fully briefed with regards to children with SEND.	On-going	All children are able to take part in school visits and activities.
Ensure PE is accessible to all children	Review PE curriculum to ensure access for all.	Annually	All children can access the PE curriculum and are able to excel with support if necessary.
Ensure all children can take part equally in whole school events, breaktimes and after-school activities	- Ensure whole school events such as School Games Day are adapted to include all children. - Review after-school clubs with staff and providers to provide provision for inclusion.	Annually	All children can participate equally in whole school, breaktime and after school activities.

Ensure all children have access to technology and resources	• Each class provided with laptops or computers with headphones. • Review library access including ensuring books are physically accessible to all.	Annually	All children can access computing technology and books.
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