

**Latchmere School**

**Accessibility Plan**

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| Status | Non Curriculum |
| Review Cycle | Annual |
| Date written/ last review | November 2025 |
| Date of next review | November 2028 |

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**Vision Statement**

Children are at the centre of everything we do. We believe in the transformative power of education that recognises and celebrates the individual strengths and unique qualities of each child.

We understand that learning is a life-long skill and developing a love of learning helps children achieve their potential throughout their education and beyond.

We are ambitious and encourage everyone in our school to strive for excellence, taking in to account each child’s starting point and individual needs.

1. **Aims:**

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 disabled this includes physical disabilities as well as Emotional Well-Being (EWB) and Mental Health (MH) issues pupils can participate in the curriculum
	+ Improve the physical environment of the school to enable disabled pupils and those with EWB and MH difficulties to take better advantage of education, benefits, facilities and services provided
	+ Improve the availability of accessible information to disabled pupils and those with EWB and MH difficulties.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils, without discrimination of any kind.
We promote independence, confidence, and self-discipline, nurturing enquiring minds and providing the skills to maximise every child’s potential.

This plan will be made available online on our school website and available in alternative formats; paper copies are available upon request.

The school is committed to ensuring that all staff receive regular training on equality issues, the Equality Act 2010, and understanding of disability, EWB and MH needs.

We work in partnership with a range of agencies — including Speech and Language Therapists, Emotional Wellbeing and Mental Health Services, Specialist Teachers, Young Carers, and paediatricians — to ensure pupils’ needs are fully supported.

Stakeholders including pupils, parents, staff, and governors have been consulted in developing this plan, and the school will continue to seek feedback to inform future reviews.

**2. Legislation and Guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of auxiliary aid or adjustments to premises.

# **3. Action plan**

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

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| **Access to the Curriculum** |
| **Objective** | **Strategies** | **Outcome** | **Person responsible** | **Date to complete actions by** |
| Raise awareness of disabilities and equality through our curriculum | Include positive representations in PSHE, assemblies, visitors, and class resources. Celebrate “difference” weeks. | Whole school awareness of disability, EWB, MH and Young Carers and linked issues to be increased. | Whole staff and to be led by SLT | July 2026 |

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| Ensure the curriculum is tailored to the specific need of any pupil with disability or EWB and MH issue and Young Carers | * The curriculum is reviewed to ensure it meets the needs of all pupils.
* Our school offers an adapted curriculum for all pupils.
* We use resources tailored to the needs of pupils who require support to access the curriculum.
* Curriculum progress is tracked for all pupils, including those with a disability.
* Targets are set effectively and are appropriate for pupils with additional needs.
 | Personalised curriculum in place and regularly reviewed for identified pupils. | Whole staff and to be led by SLT | November 2025 and ongoing for anyone new to the school or develops an EWB/MH difficulty  |
| Ensure all staff are aware of disabled pupils access requirements | * Individual action plans where required so that all information regarding their needs are easily accessible at all times to all staff.
 | All staff to be aware of individuals needs | SENCo | October 2025 and ongoing for new starters to the school. |
| Ensure appropriate training for all staff working with pupils with specific needs is available including those with EWB and MH difficulties and Young Carers | * Be aware of the training needs of staff through monitoring of CPD/ Appraisal
* Investigate and stay aware of training opportunities as they arise
* Allocate a budget for CPD of all staff
 | Increased confidence and ability in all staff supporting any pupil with disability and Young Carers | HoS, DH and SENCo | October 2025/ October 2026/ October 2027 |
| Ensure that all school trips and residential visits are accessible for pupils with learning / physical / EWB / MH difficulties / disabilities and for Young Carers | Planning for all pupils needs* Pre – visit to the site to ensure suitability and the adaptations required
* EVOLVE Form and Risk Assessments
* Extra adult support when required
 | All pupils on the school role will have access to all educational visits and take part in a range of activities to enhance their learning experiences | EVCAll teaching staff | Ongoing throughout the year |

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| **Physical Environment of the School Buildings and Grounds** |
| **Objective** | **Strategies** | **Outcome** | **Person responsible** | **Date to complete actions by** |
| Improve and maintain access to the physical environment | Termly Site Survey to review accessibility and ensure that:* each area of the school (EYFS, KS1, KS2, Lunch hall, Swimming Pool, Main entrance) with a stepped doorway is accessible via a ramp (Y6 is accessible via a lift)
* each area of the school (EYFS, KS1, KS2, Lunch hall, Swimming Pool, Main entrance) has at least one doorway wide enough and easily / securely held open to allow easy access around the school
* all stepped doorways are identified and the installation of ramps are considered and panned where appropriate, to provide access for wheelchair users
 | All pupils will be able to fully access all areas of the school building and the outside areas of the school grounds | Site Manager | Termly ongoingRamps in place by July 2027 |
| Ensure all pupils can be evacuated safely | * Ensure Personal Emergency Evacuation Plans for all pupils with difficulties
* Provide regular practices of these procedures have occurred to ensure all staff are aware of the procedure
* Ensure emergency exit signs are clearly displayed
* Ensure all emergency exit strategies are clearly accessible in every room
 | All pupils will be able to evacuate the building the case of an emergency safely and all staff will be confident in how to achieve this | Site Manager and HoS | Half termly review of plans  |
| Ensure that after – school clubs and breakfast club provision and facilities are fully accessible for all pupils with learning / physical / EWB / MH difficulties / disabilities and young carers | * Adult support to be provided as necessary for any pupil who wishes to attend
* Physical adaptations to the space or equipment being used to ensure access for all who wish to attend
* Ensure access is available for all pupils including those with physical or sensory disabilities
 | All pupils are able to access all before and after school provision | Extended schools manager and HoS | Throughout 2025, 2026 and 2027 |

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| **Provision of Information for Disabled Pupils and their Families** |
| **Objective** | **Strategies** | **Outcome** | **Person responsible** | **Date to complete actions by** |
| Review of information to parents / carers to ensure it is accessible | * Provide letters and all information in clear print and plain English
* School office and Inclusion Team will support and help parents access information and complete school forms
* Continue to work with our website provider to ensure the website is as accessible as possible
* Ensure all parents are aware that they can contact the school office at any time if they need help and support accessing any documents or information.
 | All stakeholders of the school will be able to fully access all information from the school as and when required | Office Staff and SLT | Throughout 2025, 2026 and 2027 |
| Improve the delivery of written information in writing using the appropriate font and size as required | * Provide suitably enlarged, clear print for pupils with a visual impairment, or in different colours where needed
 | All stakeholders receive information in a form that they can easily access | SENCo, Office Staff and SLT | Throughout 2025, 2026 and 2027 |

#  Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Chair of Governors and the Head of School.

#  Links with other policies

This accessibility plan is linked to the following policies and documents:

* + Risk assessment policy
	+ Health and safety policy
	+ Equality information and objectives (public sector equality duty) statement for publication
	+ Special educational needs (SEN) information report
	+ Supporting pupils with medical conditions policy
	+ Educational Visits Policy
	+ SEND Policy