



**DISCOVERY**  
EDUCATIONAL TRUST



## **Accessibility Plan 2024 to 2027**

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## 1 Aims

- 1.1 This is the Accessibility Plan of Larchwood Primary School (LPS).
- 1.2 The aims of this Accessibility Plan are to detail LPS' plans for:
  - 1.2.1 increasing the extent to which disabled pupils can participate in the LPS curriculum and in extra-curricular activities;
  - 1.2.2 improving the physical environment of LPS to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided and offered by LPS;
  - 1.2.3 improving the delivery and availability of information for disabled pupils, which is readily accessible to pupils who are not disabled; and
  - 1.2.4 actively promoting and safeguarding the welfare of children, staff and others who come into contact with LPS.

## 2 Scope and Application

- 2.1 This Accessibility Plan applies to the whole of LPS, including the Early Years Foundation Stage (EYFS).
- 2.2 This Accessibility Plan covers the three-year period from March 2024 to March 2027.

## 3 Regulatory Framework

- 3.1 This Accessibility Plan has been prepared to meet LPS's responsibilities under:
  - 3.1.1 Equality Act 2010;
  - 3.1.2 Education (Independent School Standards) Regulations 2014;
  - 3.1.3 Statutory framework for the Early Years Foundation Stage (DfE, January 2024);
  - 3.1.4 Education and Skills Act 2008;
  - 3.1.5 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);
  - 3.1.6 Children Act 1989; and
  - 3.1.7 Childcare Act 2006.
- 3.2 This Accessibility Plan has regard to the following guidance and advice:
  - 3.2.1 **The Equality Act 2010 and schools: departmental advice for school leaders, school staff, governing bodies and local authorities** (DfE, June 2018);
  - 3.2.2 **Technical guidance for schools in England** (Equality and Human Rights Commission, July 2014);
  - 3.2.3 Reasonable adjustments for disabled pupils (Equality and Human Rights Commission, April 2015);

- 3.2.4 **Public Sector Equality Duty: Guidance for Schools in England** (Equality and Human Rights Commission, updated November 2022);
- 3.2.5 **Special educational needs and disability code of practice: 0 to 25 years** (DfE, January 2015).
- 3.3 The following policies, procedures and resource materials are relevant to this Accessibility Plan:
  - 3.3.1 DET Equality Statement and Objectives;
  - 3.3.2 DET Special Educational Needs and Disability (SEND) Policy;
  - 3.3.3 DET Safeguarding and Child Protection Policy and local LPS procedures;
  - 3.3.4 DET Risk Assessment Policy for Pupil Welfare;
  - 3.3.5 DET Health and Safety Policy;
  - 3.3.6 LPS Relationships and Sex Education (RSE) Policy;
  - 3.3.7 DET Supporting Pupils with Medical Conditions Policy;
  - 3.3.8 LPS Admission Arrangements; and

## 4 **Publication and Availability**

- 4.1 This Accessibility Plan is published on the LPS website.
- 4.2 This Accessibility Plan is available in hard copy on request.
- 4.3 A copy of this Accessibility Plan is available for inspection from the LPS School Office during the school day.
- 4.4 This Accessibility Plan can be made available in large print or another accessible format, if required.

## 5 **Definitions**

- 5.1 Where the following words or phrases are used in this Plan:
  - 5.1.1 References to the Trust or DET are references to Discovery Educational Trust.
  - 5.1.2 References to **parent** or **parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or Parental responsibility for, the pupil (e.g. foster carer/legal guardian).
  - 5.1.3 References to **school days** mean Monday to Friday, when LPS is open to pupils during term time. The dates of terms are published on the LPS website.

## 6 **Responsibility Statement and Allocation of Tasks**

- 6.1 The Trust has overall responsibility for all matters which are the subject of this Accessibility Plan.

6.2 The Trust is aware of its duties under the Equality Act 2010 and the requirement under s 149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Trust is required to have due regard to the need to:

- 6.2.1 eliminate discrimination and other conduct that is prohibited by the Act;
- 6.2.2 advance equality of opportunity between people, who share a protected characteristic, and people who do not share it; and
- 6.2.3 foster good relations across all characteristics - between people, who share a protected characteristic, and people who do not share it.

6.3 To ensure the efficient discharge of its responsibilities under this Accessibility Plan, the Trust has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the Accessibility Plan up to date and compliant with the law and best practice	Headteacher (HT)	As a minimum annually, ideally termly, and as required
Monitoring the implementation of this Accessibility Plan, relevant risk assessments and any action taken in response and evaluating effectiveness	HT	As a minimum annually, ideally termly, and as required
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to this Accessibility Plan	HT	As a minimum annually, ideally termly, and as required
Formal annual review	DET	Annually
Overall responsibility for content and implementation	DET	As a minimum annually

## 7 Increasing Accessibility

7.1 The Academy's plans, over time, to:

- 7.1.1 Increase the extent to which disabled pupils can participate in the LPS curriculum;
- 7.1.2 Improve the physical environment of LPS for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by LPS; and
- 7.1.3 Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

7.2 Attached are three action plans relating to the above. These will be reviewed as and when necessary. In preparing these action plans, the Trust has had regard to the need to allocate adequate resources for their implementation.

7.3 There will be a full review of the Accessibility Plan in March 2027 when a new Accessibility Plan will be produced to cover the next three years.

## **8 Welcoming and Preparing for Disabled Pupils**

8.1 Where it is reasonable to make adjustments to enable a successful applicant to take up their place at LPS, LPS will make those adjustments.

8.2 Once a place has been accepted for a prospective pupil, LPS will ask all parents to complete a pupil admission form. This will include questions to gather key information in relation to a prospective pupil's special educational needs or learning difficulty at their child's previous school or elsewhere. Confidential information of this kind will only be shared within LPS on a "need to know" basis to ensure that teachers are given any necessary information about a child's special educational needs and learning difficulties, and that teaching practices are appropriate.

8.3 In assessing a newly enrolled pupil, LPS may need to take advice and require assessments as appropriate. LPS will be sensitive to any issues of confidentiality.

## **9 Training**

9.1 LPS ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this Plan and have the necessary knowledge and skills to carry out their roles.

9.2 The level and frequency of training depends on role of the individual member of staff.

9.3 LPS maintains records of all staff training.

## **10 Record Keeping**

10.1 All records created in accordance with this Plan are managed in accordance with the Trust's policies that apply to the retention and destruction of records.

10.2 The information created in connection with this Plan may contain personal data. The LPS use of this personal data will be in accordance with data protection law. The Trust has published privacy notices on its website, which explain how LPS will use personal data.

## Appendix 1 Increasing the extent to which disabled pupils can participate in the School curriculum and in extra-curricular activities

Increasing the extent to which disabled pupils can participate in the School curriculum and in extra-curricular activities.					
Objective/Target	Current Provision/Practice	Strategies/Steps/Actions	Time Frame	Responsibility	Progress/Achieved/Success Criteria
To provide training for staff in meeting the needs of all pupils, including those with SEND.	<p>LPS is committed to delivering high quality teaching to all pupils.</p> <p>Staff attend regular professional development to ensure high quality teaching for all.</p> <p>All staff have access to more specialised training to support the needs of individual pupils.</p> <p>LPS works closely with the Multi-Schools Council in Essex and can access training through that body.</p> <p>LPS works closely with the Local Authority Inclusion Partner and seeks advice and training, as required.</p>	<p>To continue to work with the Multi Schools Council in Essex and access its training sessions for staff.</p> <p>To continue to work closely with the Essex Inclusion Partner to seek advice and guidance as needed.</p> <p>To review gaps in staff knowledge and provide training appropriately.</p> <p>Early Career Teachers to have a mentor, who is able to guide and advise them regarding accessibility issues.</p> <p>CPD and Performance Management to ensure that all staff are highly trained and confident in delivering high quality teaching.</p>	Annual review	<p>HT</p> <p>SENDCo</p> <p>Senior Leadership Team (SLT)</p>	<p>Staff continue to deliver high quality teaching, which meets the needs, and is accessible to all pupils.</p> <p>Staff continue to attend regular CPD sessions.</p>
To review the curriculum to ensure that it meets the needs of all pupils.	<p>LPS is committed to ensuring that all of its pupils are able to access a broad and balanced curriculum.</p> <p>The curriculum is differentiated according to learners' needs.</p>	To reduce the use of dual-coding in presentations so that learners are able to focus on key learning points.	Termly lesson observations and learning walks to ensure classroom	<p>Subject Leaders</p> <p>Senior Leadership Team</p>	<p>High-quality teaching is evident for all pupils.</p> <p>The curriculum and teaching methods are differentiated</p>

	<p>LPS uses resources tailored to the needs of pupils, who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for those with additional needs.</p> <p>Where children do not make good progress, interventions are implemented rapidly and barriers to learning are addressed.</p>	<p>To have a whole-School focus on vocabulary so that all learners can access lessons.</p> <p>To pre-teach key learning points, where needed, to ensure that all learners can access lessons.</p> <p>To continue to ensure that a range of resources are available to support learners.</p> <p>Subject Leaders to be clear about how their subject is meeting the needs of all learners.</p>	<p>practice reflects policy.</p> <p>Curriculum reviewed by SLT in collaboration with staff and Subject Leaders.</p>		<p>to meet the needs of all learners.</p> <p>Pupils make good progress.</p>
<p>To plan all extra-curricular activities ensuring that they are accessible to all pupils.</p>	<p>LPS is committed to providing opportunities, above and beyond the curriculum, to all pupils, regardless of whether they have a disability.</p> <p>A wide range of extra-curricular clubs are offered to all pupils.</p> <p>Attendance at clubs is monitored to ensure that they are being accessed by all groups of learners.</p> <p>Educational visits are organised for pupils on a regular basis.</p>	<p>To continue to provide accessible extra-curricular activities for all.</p> <p>To ensure that any reasonable adjustments are made to enable all learners to take part in clubs and educational visits.</p> <p>To gather pupil views regarding clubs and extra-curricular activities.</p>	<p>Clubs' provision is reviewed termly.</p> <p>Pupil views to be collated annually.</p> <p>Reasonable adjustments to be made as needed.</p>	<p>Middle leaders and SLT</p> <p>Junior Governing Board</p> <p>SENDCo</p>	<p>All groups of learners participate safely in extra-curricular activities, including clubs and educational visits.</p> <p>LPS is responsive to pupils' views about what clubs they would like to be able to attend.</p> <p>Additional resources and reasonable adjustments are provided, as needed, to enable all learners to take part in extra-curricular activities.</p>



	Risk assessments are carried out to ensure educational visits are safe and accessible for all.				
To ensure that any reasonable adjustments, auxiliary aids and services required by new entrants are in place prior to a pupil joining LPS.	LPS liaises with the Local Authority and the NHS to ensure that auxiliary aids have been identified, agreed and are in place prior to pupils joining LPS or within a reasonable timeframe.	SENDCo to liaise with the Local Authority and/or NHS as required.	As required	SENDCo SLT	Pupils with a disability are not placed at a disadvantage in comparison to other pupils.

## Appendix 2 Improving the physical environment of the School to increase the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided and offered by LPS

Improving the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and benefits, facilities or services provided and offered by LPS.					
Objective/Target	Current Provision/Practice	Strategies/Steps/Actions	Time Frame	Responsibility	Progress/Achieved/Success Criteria
To continue to develop LPS facilities in line with the needs of our pupils.	<p>LPS is committed to ensuring that all members of the LPS community can access the LPS site in a safe manner.</p> <p>The environment is adapted to the needs of the pupils as required.</p> <p>This includes:</p> <p>Ground level access to all buildings.</p> <p>Wide corridors.</p> <p>Classrooms are optimally organised to promote the participation and independence of all pupils</p> <p>Three accessible toilets.</p> <p>Disabled parking bay.</p> <p>Emergency exits clearly signposted.</p>	<p>To work with relevant outside agencies on an individual basis to ensure that the site can meet specialist needs.</p> <p>To ensure that all equipment on the LPS site is maintained in line with the manufacturer’s guidelines when in use.</p>	<p>As required</p> <p>Ongoing</p>	<p>HT</p> <p>SENDCo</p> <p>SLT</p> <p>Site Management Team</p>	<p>All pupils, who attend LPS, are able to safely take part in all aspects of LPS life.</p> <p>Equipment is safe to use.</p>

<p>To ensure that the LPS site is fully accessible for visitors with a disability.</p>	<p>Parents and visitors with a disability are able to enjoy visiting LPS for performances, assemblies, meetings and to speak to School Office staff.</p> <p>This includes:</p> <p>Allowing visitors with a disability to enter LPS before other visitors for performances.</p> <p>Liaising with them regarding best position.</p> <p>Providing appropriate seating, as required.</p> <p>Ground level entrance to main school office.</p> <p>Automatic doors to allow access to foyer.</p> <p>Low-level window to School Office.</p>	<p>To work with parents and visitors to ensure that they are able to safely access appropriate areas of the LPS site.</p> <p>To make reasonable adjustments, as required.</p>	<p>Ongoing</p> <p>As required</p>	<p>HT</p> <p>SENDCo</p> <p>SLT</p>	<p>Parents and visitors are able to access the LPS site regardless of whether they have a disability.</p> <p>Pupils with parents with a disability are able to celebrate performances with them.</p>
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### Appendix 3 Improving the delivery and availability of information for disabled pupils, which is readily accessible to pupils who are not disabled

Improving the delivery and availability of information for disabled pupils, which is readily accessible to pupils who are not disabled.					
Objective/Target	Current Provision/Practice	Strategies/Steps/Actions	Time Frame	Responsibility	Progress/Achieved/Success Criteria
To ensure that handouts, test papers, letters and other information are accessible to all pupils.	<p>LPS is committed to ensuring that information is available and accessible to all pupils.</p> <p>Handouts, test papers, letters and other information are written in a clear, appropriately-sized font.</p> <p>End of Key Stage 2 test access arrangements for pupils with a disability are assessed and applied for, as required.</p> <p>Visual stress can be assessed and coloured overlays provided as needed.</p> <p>Pictorial and symbolic representations are used in classrooms and for individuals, as required.</p>	<p>To continue to monitor that pupils can access handouts, test papers and other information.</p> <p>Provide large print resources or alternative formats as required.</p> <p>Work closely with relevant external agencies to provide additional specialist resources as required by individual pupils.</p>	<p>Ongoing</p> <p>As required</p>	<p>Class teachers</p> <p>SENDCo</p> <p>SLT</p>	All pupils are able to access the information that they need in order to take part in a broad and balanced curriculum.
To ensure that signage around the LPS site is clear.	<p>LPS is committed to promoting independence for all pupils.</p> <p>All classrooms have a sign introducing the staff in that classroom.</p>	To continue to monitor signage to ensure that all members of the LPS community can access the information that they need.	<p>Ongoing</p> <p>Termly learning walks</p>	<p>HT</p> <p>SENDCo</p> <p>SLT</p>	<p>All pupils are able to navigate the LPS site safely.</p> <p>Pupils are able to access the timetable and resources independently.</p>

	<p>Resources are clearly labelled and organised to promote independence in the classroom.</p> <p>Toilets are clearly signposted with symbols.</p> <p>Visual timetables are used in all classes.</p> <p>Pictorial representations of expected and unexpected behaviour encourage good choices for all pupils.</p> <p>Disabled parking bay is clearly signposted.</p>			Site Management Team	Good behaviour choices are promoted with all pupils.
To ensure that LPS publications are available to all.	<p>LPS is committed to communicating effectively with all parents and members of its community.</p> <p>The LPS website has been developed to provide information for all stakeholders.</p> <p>Regular newsletters are emailed to parents.</p> <p>Messages are regularly sent via text message.</p>	<p>To make publications available in alternative formats, if required.</p> <p>To support parents to read and understand publications, if required.</p> <p>To develop good relationships with parents so that they feel able to ask for support with accessing information, if required.</p>	Ongoing As required	School Business Manager HT SLT	School publications are accessible to all parents and members of the LPS community.