



Lumen Learning Trust
Learning together for a brighter future



Saxon
Primary School

Saxon Primary School
Accessibility Plan

DATE APPROVED BY LUMEN LEARNING TRUST	1 st November 2024		
REVIEW DATE	1 st November 2027		
SIGNED EXECUTIVE PRINCIPAL	Mary Ellen McCarthy 	DATE	01/11/2024
SIGNED CHAIR OF DIRECTORS	Jo Roberts 	DATE	01/11/2024

Lumen Learning Trust puts the children's needs at the heart of its provision. Our whole school community is committed to enabling the children to become successful lifelong learners and happy, fulfilled adults who can make positive choices about their future.

Accessibility Plan

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 pupils can participate in the curriculum
- › Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to disabled pupils

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.

At Saxon Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan including the DfE and LEA.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Action plan

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

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice - you will need to adapt it to suit your school's context.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils 	<p>Upgrading of interactive panels to improve classrooms.</p> <p>To continue develop a range of learning resources that are accessible for students with different disabilities.</p> <p>Identify barriers to learning for pupils with additional needs, including SEND and physical disability</p>	New panels replaced ongoing when old panels are broken or do not work.	Headteacher	Ongoing	<p>All classrooms having working or up to date interactive panels</p> <p>Resources meet the needs of all children and enable children who require additional support to access all areas of the curriculum</p> <p>Data shows children with a disability make good progress</p> <p>Provision maps show children meet specific targets set for them</p>

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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities. • Library shelves at wheelchair-accessible height 	<p>External wheelchair access – install a pavement ramp that allows for easier wheelchair access from school driveway to the pavement leading to front reception doors</p>		Headteacher/SBL	January 2026 Ongoing	<p>Wheelchair user able to independently access front reception</p> <p>Yearly classroom allocation is based on the needs of children with a physical disability</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille – n/a currently • Induction loops – we don't have this • Pictorial or symbolic representations 	<p>Consider the ease of use of school website to ensure it is accessible for all users and platforms.</p> <p>A high visibility mode can be used to provide improved usage when using a screen reader.</p> <p>Provide information in an accessible format to meet the needs of pupils and other stake holders.</p> <p>Information in the classroom is adapted to meet the needs of the children e.g. larger</p>	Review website to ensure it is user friendly	Communications Officer	Ongoing	Feedback from viewers of the website indicates information is accessible and clear

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		font, coloured overlays	Teachers ensure they are aware of children’s needs, supported by the inclusion manager.	Teachers and Inclusion Manager		Children are able to access information

4. 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 LLT Directors.

5. Links with other policies

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

- Behavior Management Policy
- Health and Safety Policy
- Curriculum Policies
- Emergency Plan
- Supporting pupils with medical conditions Policy
- School Development Plan