

# Accessibility Plan

## 2023 - 2024

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**Reviewed by:** Mr M Allison

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<b>Review date</b>	<b>By whom</b>	<b>Summary of changes made</b>	<b>Date implemented</b>
January 2023	S Blair	Amended name of Inclusion Manger and broken weblinks	
September 2023	M Allison	Amendments made to key staff and targets re-designed and set to be pupil-focussed for this academic year.	October 2023

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### 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. Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with pupils with severe learning difficulties and profound and multiple learning difficulties. At Landau Forte Academy Moorhead, pupil achievement is celebrated in a pupil-centered teaching and learning environment and excellent achievement at school enables pupils to be as independent as possible so that they make the most of opportunities when they leave school.

Landau Forte Academy Moorhead is committed to providing every child with the best possible educational experiences so that they become successful lifelong learners. We aim to meet the needs of each individual child and ensure that they reach their full potential.

The following is the Local Offer that we, as a mainstream primary school, can offer to children in our setting. If you have any queries, please contact the Inclusion Manager (SENDCo), via the school office. 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. For further information on any of the above, or if you have concerns about any area of your child's education, please contact your child's class teacher. Alternatively, please contact the Headteacher or Mr M Allison the Inclusion Manager (SENDCo) via the school office.

Derby City Council have published their local offer, and this can be found on the Derby City Council website. For further information, please visit <https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/about-the-local-offer/#page-1>

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 staff, governors and trustees.

## **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.

### 3. Action plan

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

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
<p>To develop our process of obtaining pupil voice for those learners who are pre-verbal or require support with their receptive language skills.</p>	<ul style="list-style-type: none"> <li>All of our SEND children contribute to the creation of their ILP's and One-Page Profiles as part of our Graduated Response cycle.</li> <li>Those learners who are not able to contribute verbally, have their opinions recorded by close staff and family members.</li> <li>We are currently exploring ways to develop our low-tech alternative communication strategies as a result of a successful use for a Phase Transfer Review.</li> </ul>	<ul style="list-style-type: none"> <li>Short term – develop a series of pupil voice questions which can be effective at gathering voice for all of our SEND learners, regardless of their receptive language skills.</li> <li>Medium term – Use Widgeit to create and trial communication boards that support all of our SEND learners in sharing their voice with greater accuracy and success.</li> <li>Long term – Use Widgeit to create communication boards which help to gather pupil voice from our SEND learners in a range of perspectives. For example, with regards to how they are supported in the classroom or how they access extra-curricular opportunities within the school.</li> </ul>	<ul style="list-style-type: none"> <li>Create a set of questions for a pupil voice focusing on 'who helps us at school'.</li> <li>Create a choice board using Widgeit that would support a pre-verbal learner or one with developing receptive language to accessing the pupil voice questions.</li> </ul>	<p>MA</p>	<p>Short and medium term goals to be achieved by the end of Spring Term 2, this academic year.</p> <p>Long term goal to be completed by the end of the Summer Term 2, this academic year.</p>	<ul style="list-style-type: none"> <li>Create pupil voice questions that are easy to access for all of our SEND learners.</li> <li>Create a supporting communication board using Widgeit.</li> <li>Create a range of pupil voice questions that can be accessed by all learners for another context.</li> <li>Create a corresponding communication board to match the secondary pupil voice questions.</li> </ul>

<p>To increase the participation of our SEND learners in extra-curricular sporting opportunities offered through the Derby County Community Trust (DCCT).</p>	<ul style="list-style-type: none"> <li>• All of our learners receive full access to the broad and balanced PE curriculum offer from DCCT coaching staff.</li> <li>• All children have access to sports-related after-school clubs offered by Landau Forte Moorhead staff and the DCCT coaching team.</li> <li>• All children can train with and compete in fixtures for the Landau Forte Academy Moorhead sports teams.</li> <li>• We are currently monitoring attendance of various demographics within our after-school provision and are working to target lesser engaged groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Short term – Liase with DCCT staff and enquire about their offer of inclusive, participation focused events within their calendar.</li> <li>• Medium term - Sign-up to an appropriate participation event and encourage the involvement of any of our SEND learners who do not currently access any extra-curricular sports provision.</li> <li>• Long term – Attend and evaluate the event, judging its success, based on the engagement of our learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish suitable participation events within DCCT's program offer.</li> <li>• Sign up and engage with the opportunity with our SEND learners who do not currently access any extra-curricular opportunities as a focus.</li> </ul>	<p>MA NC HD</p>	<p>By the end of Summer Term 2, this academic year.</p>	<ul style="list-style-type: none"> <li>• Select an appropriate participation event from DCCT that appeals to our learners.</li> <li>• Attend the event, gather evidence for our SEND file and to contribute towards the Platinum Gamesmark award and review its success.</li> </ul>
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#### **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 the Headteacher and the governing board.

#### **5. 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