LANDAU FORTE ACADEMY MOORHEAD

Policy Number	**PO003**
Date of Issue	**October 2022**
Author	**Mr M Allison**
Reviewed by	**Mrs J Davies**
Date of Next Review	**September 2027**

Review date	By whom	Summary of changes made	Date implemented
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**
October 2025	**Mr T Cafferky**	**No changes**	**October 2025**
September 2026	**Mrs J Davies**	**Changes to key staff** **SENDCo contact details added** **Updated Action plan**	**September 2027**

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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-centred 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 SENCO@lfadm.org.uk or 01332571162. 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.

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-localoffer/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. 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.

4. 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

5. Action plan

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

1. Improving access to and participation within the curriculum					
Target	Lead	Actions / Strategy	Resources	Timescale	Success criteria
Use appropriate assessment and activities for children working at Pre key stage	SENDCo	Ensure staff are confident using the pre key stage levels. Ensure staff are using the keystone exemplification document Carry out standardisation and moderation exercises SENDCo to liaise with other Schools to see what they do to support pupils working t pre key stage	Senco time Staff cpd time	On going	Children working at pre key sstage will have consistent approaches for planning and assessment
All children continue to be visible in the curriculum and resources	SENCo T&L lead	Resources reflect the needs of individual pupils Use of the school's 5Rs enables all pupils to engage in all areas of lessons	Teacher made resources/ slides Communication aids Scaffolds for lessons Deployment of adults Staff CPD	On going	Children will be able to describe their learning / recall key characters / events All children ill feel that they have contributed to learning

2. Improving the wider school offer					
Target	Lead	Actions / Strategy	Resources	Timescale	Success criteria
Ensure all children have access to appropriate activities at	SENDCo Family support worker	Staff on duty to engage children in activities and report to the inclusion lead / Family support worker those who are struggling.	PE equipment Range of apparatus of imaginative play ie den building equipment	Reviewed half termly	Children have opportunities to engage in a range of appealing activities

playtime and lunchtime		Family support worker to develop a range of activities at lunchtime that include a range of skills and opportunities Collect pupil voice around the activities available and what they would like to see	Creative skills apparatus		Behaviour incidents fall Struggling children are quickly identified and support given
Ensure access for all children at after school clubs – reasonable adjustments are made to enable the participation of all	SENCo T&L lead Family support worker	Audit SEND children's use of clubs Collect pupil voice around clubs and what they would like to see	Register of clubs	Reviewed termly	Children with additional needs are attending clubs which meets their needs Risk assessments are in place if appropriate