



Luston and Shobdon Community Primary Schools Federation Including Luston Nursery

Accessibility Plan

Last reviewed	22 Sep 2025
Renewal due	Sep 2028

Governing Bodies have a duty to plan strategically to ensure that the school is accessible to all children. To be fully accessible, we must ensure that all pupils, including those with a disability, are able to participate fully in the curriculum and other activities provided by the school. The physical environment should not limit the children's ability to take advantage of the education and other opportunities afforded by the Federation, but we must also ensure equal access to the curriculum and the provision of information in a range of formats for disabled pupils. We aim to ensure that the quality of the physical environment; the curriculum and information removes barriers to presence, participation and achievement.

Participation in the Curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs: leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum should include consideration of school and classroom organisation and support, timetabling, curriculum options, the deployment of staff and staff information and training. The Federation will:

1. Continue to provide a broad and balance curriculum for all children.
2. Continue to develop approaches to the differentiation of the curriculum to enable increased access for children with disabilities.
3. Identify all children and known prospective children who face barriers to learning and full participation.
4. Consider children, and prospective children, assessed needs and consider any reasonable adjustment which may be necessary to enable them to participate.
5. Develop curriculum audits which review patterns of achievement and participation by disabled children in different areas of the curriculum.

6. Audit the approaches used when planning and delivering the curriculum.
7. Audit staff training needs in relation to increasing participation in the curriculum.
8. Consider developing resource banks detailing ideas and approaches which support increased participation in the curriculum.
9. Audit children, and prospective children, needs in relation to the wider provision of school, including after school clubs; leisure, sporting and cultural activities; and school trips.
10. Seek to develop and share good practice in this area and access the opportunities provided by the Local Authority and other schools to facilitate this process.

Improving the Physical Environment for Disabled Children

The physical environment of both schools includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, floor coverings, signs, interior surfaces, room décor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. Improvements can also be made through rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education include IT equipment, desks, chairs, writing equipment, science equipment, etc. There is a distinction between aids provided under the SEN framework, which are allocated for individual children, and aids or adaptations provided under the planning duty which relates to the children population (and future population) or the school.

The Federation will:

- Ensure an access audit has been completed and incorporate the outcome into school planning.
- Seek to include minor building works or developments to improve accessibility identified by the school, or through the access audit, into the School Improvement Plan.
- Continue to provide specialist aids/equipment to individual children within the terms of the agreement described above.
- Ensure training is made available to the Governors and school staff as necessary to raise awareness of school responsibilities and opportunities for improvement.

- Continue to maintain up-to-date information about the number of children and young people with disabilities in the school, or anticipated to be attending in the future.
- Consider, on a planned basis, how to improve accessibility through reorganising and rearranging aspects of the school environment without physical adaptation or building works.

Improving the Delivery of Information to all Pupils

Information might include items such as handouts, timetables, text books or information about school events. Alternative formats for the provision of information might include: large print, audio tape, Braille, a recognised symbol system, the use of IT and the provision of information orally, through lip reading or in sign language.

Information must be provided within a reasonable time frame, i.e. to be of proper use for the child. For example, a reasonable time frame for the provision of a handout needed during a lesson would be the start of the lesson. In practice, it is anticipated that the majority of children requiring information to be provided in a different format will already have had their needs identified through the Federation's and/or the Local Authority's SEN identification processes.

The Federation will:

1. raise awareness amongst staff about the requirements to provide information in alternative formats if required.
2. maintain up-to-date information on children's needs for the provision of information in alternative formats and ensure it is shared amongst staff.
3. collect and share example of good practice amongst staff.
4. review and audit the Federation's approach to the provision of written information in general to establish if the format could be improved routinely and in general to improve accessibility.
5. seek specialist advice and support in those cases which lie beyond the Federation's immediate expertise.

This policy was ratified by our Governors and disseminated to all staff.

Appendix 1 – Accessibility Audit

Section One		
Question	Yes	No
Does the size and layout of areas: including all academic, sporting, play, social facilities; classrooms, the assembly hall, library, and outdoor sporting facilities, playgrounds and common rooms allow access for all children?		
Can children who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well designed?		
Are emergency and evacuation systems set up to inform ALL pupils, including children with SEN and disability; including alarms with both visual and auditory components?		
Are non-visual guides used, to assist people to use buildings?		
Could any of the décor be considered to be confusing or disorientating for disabled children with visual impairment, autism or epilepsy?		
Could any signage be considered confusing or inadequate?		
Are areas to which children should have access well lit?		
Do areas of storage prevent disabled children from accessing aids and equipment?		
Are steps made to prevent the exclusion of people with disabilities that affect their hearing and vision from arranged events? e.g. considering a room's acoustics, noisy equipment and presentation of material		
Is furniture and equipment selected, adjusted and located appropriately?		
Section Two		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled children?		
Do you make the best use of teaching assistants?		
Are your classrooms optimally organised for disabled children?		
Are lessons responsive to children's diversity?		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?		
Are all children encouraged to take part in music, drama and physical activities?		
Are there a variety of activities, including discussion, oral presentation, writing, drawing, problem solving, use of library, audio-visual materials, practical tasks and information technology?		
Do staff recognise and allow for the mental effort expended by some disabled children, for example using lip reading?		
Do staff recognise and allow for the additional time required by some disabled children to use equipment in practical work?		

Do staff provide alternative ways of giving access to experience or understanding for disabled children who cannot engage in particular activities, for example, some forms of exercise in physical education?		
Do you provide access to computer technology appropriate for children with disabilities?		
Are school trips made accessible to all children irrespective of attainment or impairment?		
Do staff, governors and children receive training and education in disability equality issues?		
Is everyone made to feel welcome?		
Are there high expectations of all children?		
Are children equally valued?		
Do staff seek to remove all barriers to learning and participation?		
Section Three		
Do you provide information in large print, on audiotape or in Braille for children and prospective children who may have difficulty with standard forms or printed information?		
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities which affect their vision, e.g. by reading aloud overhead projections and describing diagrams?		
Do you have the facilities to produce written information in a variety of font sizes?		
Do you make use of RNIB guidelines on producing written information in accessible formats?		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		
Are the 'responsible body' aware of their duties and responsibilities under DDA?		
Do Federation general plans take account of the duty to make reasonable adjustments?		
Does the Federation have an adequate internal complaints procedure?		

Appendix 2 – Accessibility Plan

Improving Curriculum Access at the Federation Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as afterschool activities, leisure, sporting and cultural activities or school visits.				
Target	Task	Timescale	Responsibility	Monitoring Achievement
Training for all staff on differentiating the curriculum	Undertake audit of staff training requirements.	Ongoing	Inclusion Lead, HofS	EHT
Classrooms are optimally organised to promote the participation and independence of all children.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classes. Use appropriate resources and seating for children with dyslexia or who are VI or HI Visual timetables for children with ASD	Ongoing	CTs	HofS, Inclusion Lead
To review the accessibility of after school clubs	To use the annual questionnaire to review provision for disabled children in after school clubs and activities and make necessary adjustments.	Ongoing	HofS	EHT
Improving Accessibility of Information within the Federation This covers planning to make written information normally provided by the Federation to its' children available to disabled children. Information should take account of children's disabilities and parents'/carers' preferred formats and should be made available within a reasonable timescale.				
To ensure that newsletters and other information from school are sent in a format suitable for all users.	Through the annual questionnaire review accessibility of newsletters and other communication. School to use large print, braille or an audio system where required.	When needed	Administration Team	EHT, Governing Body
Improve communication	Review systems required in classrooms	Ongoing	CTs	Inclusion Lead

for hearing and sight impaired children.	for vision and hearing impaired children in liaison with visiting specialised teachers.			
Improving Physical Access of the Federation				
This includes improvements to the environment of the Federation, which can include visual, acoustic and physical environments. All new school buildings should be physically accessible to disabled pupils. Much of the work in the area of improving the physical environment will therefore involve improving access to existing buildings.				
Update the information held regarding children and parents/carers with disabilities through annual questionnaires.	Questionnaire given to parents to update	Annual	Inclusion Lead, HofS	EHT
To ensure safety for visually impaired children as necessary.	To ensure any steps or raised areas are edged in yellow so can be clearly seen	Annual	EHT	Health and Safety Lead
To ensure the physical needs of disabled children are met.	Individual 'care plans' are created in liaison with families	Care Plans are updated to reflect change and level of need	Inclusion Lead, HofS	EHT