

Lowerhouse Junior School, Burnley

ACCESSIBILITY PLAN & POLICY	
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Inspiring a lifelong love for learning

Aspiration

Integrity



Respect

Resilience

Aspiration Integrity Respect Resilience

INTRODUCTION




Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

-  To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
-  To prepare and publish a Disability Equality Scheme to show how they will meet these duties.

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

This Accessibility Plan forms part of the school’s Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

In accordance with the Act the plan focuses on three ‘key areas’:

-  increasing the extent to which disabled pupils can participate in the school curriculum;
-  improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
-  improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.




It is a requirement that the school’s Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

The plan is to be reviewed and updated at least every three years.







Schools Aims

At Lowerhouse Junior School we are committed to establishing equality for all pupils, their parents, staff and other users of the school.

In drawing up this Accessibility Plan the school set the following priorities:

-  To provide safe access throughout the school for all school users
-  To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
-  To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.


Lowerhouse Junior School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:


-  Disability Equality Scheme
-  Special Educational Needs and/or Disabilities • Equal Opportunities
-  Lowerhouse Junior School’s Special Educational Needs and/or Disabilities (SEND) Information Report as part of the Local Authority Local Offer
-  Lowerhouse Junior School’s Safeguarding policy and arrangements
-  Health & Safety policy
-  Staff related policies, e.g. Risk Assessments, Return to Work


This plan itself will also be used to advise and inform other school planning documents and policies.

It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum


 Lowerhouse Junior School has close working relationships with its feeder infant school with thorough transition arrangements before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child. The Infant and Junior SENCOs meet to share information and discuss the needs of children with SEND.

 The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Lancashire Authority SEND Support Service team, outreach services, health professionals and Educational Psychology Service, the SENCO manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.


 The school's pastoral team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

 The school works closely with specialist services including:

- Advisory Teacher for Hearing Impaired
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Educational Psychology Service
- CAMHS/ELCAS
- GPs and Paediatricians
- Continence Service
- School Nurse Team
- Counselling
- Diabetic nursing team

 The school's governors, teachers, teaching assistants and welfare assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Hearing impairment
- Physical disability
- Specific medical conditions including asthma, eczema, ADHD, diabetes
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Autism
- Speech, language and communication needs (SLCN)
- Emotional difficulties including attachment disorder or bereavement

 Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- Pupil Well Being Co-ordinator to access Early Help and other agencies, e.g. Young Carers
- SENCO
- Advice, assessment and support from Speech and Language Therapist
- Nurture group - (Social and Emotional Aspects of Learning)
- Educational Psychologist
- iPads / access technology / software
- Range of English and Maths interventions

- Specific Learning Difficulties (SpLD) interventions, e.g. Dyslexia friendly resources and classrooms
- Fine and gross motor skills
- Outdoor learning including Environmental Area
- Use of diagnostic assessments
- Transition arrangements, planning and support
- Wide / double doors to allow for wheelchair access
- Disabled toilet facilities including a shower area



The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

Accessibility Plan: April 2025 – September 2026

The proposed actions below are in order of priority.

	Issue	Action	Outcome	Timescale	Goals Achieved
1	Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.	Clerk to Governors to add to list of required publication details.	Adherence to current legislation.	Annually	
2	Access arrangements to meet individual's needs when taking tests etc. will be applied for and support provided when required.	SENCO will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.	Ongoing	
3	Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils	Annually Ongoing	
4	All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing	
5	Continue training for teachers and support staff on different aspects of SEND when required.	Review the needs of children with specific issues, provide all relevant training.	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process, and that needs and expertise will change with time.	Ongoing	