

Limehurst Primary School



Accessibility Plan 2023-25

Approved by: Mr M Roberts (Headteacher & Governors)

Last Reviewed: March 2023

Next Review: Summer 2025

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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, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
- Improve the physical environment of the school to enable disabled pupils, staff, parents and visitors to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils, staff, parents and visitors.

Our school is committed to treating all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The aim of the head teacher, governing body and school community is to ensure all aspects of school life are accessible to everyone. Additional needs of children, staff and visitors to the school are considered in all planning and the provision of facilities and resources to ensure good educational outcomes. Limehurst Primary School has an ongoing commitment to continually improve accessibility through strategic planning and prudent budget management in consultation with pupils, staff and friends of the school.

Limehurst Primary School has high ambitions for all its pupils and expects them to participate in, contribute to and achieve in all aspects of school life.

Limehurst Primary School is committed to equal opportunities and supports those aims to:

- Set suitable learning opportunities.
- Respond to pupils' diverse needs.
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

As we generally have some pupils with some visual or hearing impairment in school, all classrooms have blinds and carpets fitted and there is good ambient lighting throughout the school. An annual Risk Assessment is carried out to meet the needs of children with visual impairment. There is a lift for children and staff with mobility problems. There is a disabled toilet in the foyer, the nursery and the portacabin. Risk assessment and emergency evacuation training was carried out during the autumn term, 2019. We have 3 members of staff trained in emergency evacuation procedures. We do not currently have children in school who have Personal Emergency Evacuation Plans (PEEPs). These will be developed as and when needed and updated annually.

Training and support on an ongoing basis are provided so that Limehurst Primary School Staff are confident in their ability to provide the range of care and support the children need. Carefully considered planning, combined with open and collaborative decision making, results in appropriate responses to individual need. Parents have high regard for the way school attends to the well-being of all pupils.

Limehurst Primary School plans and reviews the adjustments necessary to ensure access to the school building, all school activities and information provided to pupils and parents on an ongoing basis to respond to needs that arise. The Premises and Finance Governor Committees take responsibility for relevant aspects of development.

The staff of Limehurst Primary School are aware of the educational implications of disability. Ongoing training programs ensure that staff have awareness of appropriate strategies for pupils with identified SEN or specific disability. Expertise in working with children with speech and language difficulties has also been developed through working on programs in conjunction with SALT (Speech and Language Therapy).

Approximately five per cent of the school population is in receipt of long-term individual programs of additional to and different from interventions SEN Support or through Education Health and Care Plans. Overall approximately nineteen percent of pupils have additional educational needs met through the graduated response.

Whole class planning, and the standard of high quality teaching has resulted in most pupils with identified special educational needs having their needs met through short term small group interventions. Our focus on Personalised Learning ensures that all pupils' progress is monitored at an individual level. Parents Evenings for all pupils are held termly and appropriate adjustments to provision or interventions made based on this information. In addition, termly SEN Reviews are also held to monitor and review the progress of and provision for pupils' with identified additional needs.

Pupils with special educational needs and those with disabilities take a full and active part in all aspects of school life.

Members of staff with disabilities are encouraged to discuss their needs in confidence with the head teacher who endeavors to meet them as sensitively as possible.

This 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.

Limehurst Primary School aims to increase its capacity to respond to the needs of children and young people with learning difficulties and disabilities. Effective strategies are in place and good use is made of access to specialist advice and support from local authority services.

The views of pupils and parents are integral to ongoing evaluation of intervention through termly reports and meetings and statutory annual reviews. This in turn informs further developments.

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

How do we handle complaints from parents about provision made at the school?

Complaints about the provision or organisation of accessibility will be dealt with through the procedures outlined in the whole school complaints policy available from Mr. Roberts, the Head Teacher. Limehurst adopted the Oldham LEA guidelines for this. Parents/carers are made aware of the Parent Pupil Service run by Oldham LEA.

- Your first point of contact should be the class teacher or the SENCo (Mrs Taylor). Explain your concerns. If you are not satisfied that your concern has been addressed you can speak to Mr I Wilson (Associate Head) or Mrs J Hirst (Deputy Head) or the school governor for, SEND, Mrs Wood.
- If your concern is with the local authority, contact the Complaints Representation Officer as follows:
Complaints and Representations Officer
Freepost –RRGY-TJSR-GHGZ
PO Box 40
Level 8, Civic Centre
West Street
Oldham, OL1 1XJ
0161 770 1129
cypf.complaints@oldham.gov.uk

We have included a range of stakeholders in the development of this accessibility plan.

At Limehurst we work collaboratively with other agencies including QEST, the Visual Impairment team, The Hearing Impairment team, Educational Psychology Services, NHS, Social Services, local schools and any other organisation that will benefit the support and provision of children at Limehurst.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 auxiliary aid or adjustments to premises.

Under the Equality Act 2010 schools must have an Accessibility Plan. The Equality Act 2010 replaces all previous equality legislation.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium, and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers high quality teaching including a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum. This includes the use of large print and ICT.</p> <p>Personalised learning ensures all pupils' progress is monitored at an individual level.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>There are several short-term small group interventions available for pupils with SEN.</p> <p>Pre and post teaching of key topic or other vocabulary is available for those who need it.</p>	<p>Continue to provide high quality teaching and appropriate differentiation.</p> <p>Continue to tailor resources and provide support.</p> <p>Continue to provide personalised learning and individual monitoring.</p> <p>Continue to track pupil progress.</p> <p>Continue to set appropriate targets.</p> <p>Continue to review and adapt the curriculum.</p> <p>Continue to provide and monitor intervention groups.</p>	<p>Training as needed.</p> <p>Training as needed.</p> <p>Training as needed.</p> <p>Training as needed.</p> <p>Training as needed.</p> <p>Training as needed.</p> <p>Training and resources as needed.</p>	<p>Class teachers/ Lucia Taylor</p> <p>Class teachers/ Lucia Taylor</p> <p>Class teachers Lucia Taylor</p> <p>Class teachers /Lucia Taylor</p> <p>Class teachers/Lucia Taylor</p> <p>Class teachers/ Lucia Taylor</p>	<p>2025</p> <p>2025</p> <p>2025</p> <p>2025</p> <p>2025</p> <p>2025</p> <p>2025</p>	<p>All pupils will have their needs met.</p> <p>All pupils will have their needs met.</p> <p>All pupils will have their needs met.</p> <p>All pupils will have their needs met.</p> <p>All pupils will have their needs met.</p> <p>All pupils will have their needs met.</p> <p>All pupils will have their needs met.</p>

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium, and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ground floor level access via several entry points • A lift to the second floor • Corridor width • Blinds fitted to all classrooms • Carpet areas in all classrooms • Annual risk assessment carried out in consultation with the Visual Impairment Team • Disabled parking bays • Disabled toilets and changing facilities. • Personal Emergency Evacuation plans for pupils who need them in consultation with the Local Authority. 3 members of staff are currently trained in Peep procedures. 	<p>Continue to ensure the lift is working correctly.</p> <p>Check corridors are clear of furniture and clutter.</p> <p>Blinds to be in good repair.</p> <p>Carpet to be kept in good repair.</p> <p>Assessment carried out on March 23. Next assessment is due July 2027.</p> <p>Toilets to be kept clean and accessible.</p> <p>Training was carried out in 2019. Training will be provided as necessary – currently no children need PEEPs</p>	<p>Service and repair</p> <p>Clear and tidy corridors</p> <p>Check blinds.</p> <p>Check carpets.</p> <p>Any issues to be addressed.</p> <p>Clean daily</p> <p>Update Peeps as necessary</p>	<p>Site Manger Mr. B Slater</p> <p>Class teachers' TAs</p> <p>Class Teachers</p> <p>Site Manger Mr. B Slater Lucia Taylor</p> <p>Visual Impairment Team</p> <p>School Cleaners</p> <p>Site Manger Mr. B Slater Lucia Taylor</p>	<p>On-going</p> <p>On going.</p> <p>On going.</p> <p>July 2025</p> <p>On going.</p> <p>July 2025</p>	<p>Lift will work correctly.</p> <p>Corridors will be clear and accessible.</p> <p>Blinds will work effectively.</p> <p>Carpets will be safe.</p> <p>Any issues will be addressed.</p> <p>Disabled toilets will be accessible.</p> <p>Peeps will be in place for pupils who need them and updated annually.</p>

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium, and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve the delivery of information to pupils with a disability.</p>	<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 • Lighting in classrooms, staircases, and corridors • Large print resources • Braille available if needed. • The acoustic environment • Floor coverings and carpets • Pictorial or symbolic representations • Visual timetables • All handouts, timetables, worksheets, notices, school website, letters, prospectus, information about school events will be produced in N14 or larger on request. This may be by Braille, large print, simplified language, audio tape, video tape according to individual preference. 	<p>Check and update as required.</p> <p>Lighting to be replaced by new in an ongoing program.</p> <p>To provide large print resources as needed.</p> <p>To provide Braille resources as needed. (Need to be ordered)</p> <p>Monitor the environment to ensure it meets the needs of pupils. (Hearing Impairment Team)</p> <p>Check floor coverings and carpets are in good repair, especially the joints.</p> <p>Monitor the use of pictorial or symbolic representations and visual timetables.</p> <p>Ensure office staff are aware of needs of parents and pupils.</p>	<p>Check signs.</p> <p>Replace worn light bulbs.</p> <p>Check Print resources.</p> <p>Order Resources as needed.</p> <p>Ensure recommendations are followed.</p> <p>Ensure repairs/replacements are carried out as needed and funds allow.</p> <p>Ensure resources are available.</p> <p>Monitor the availability of letters, information, worksheets etc.</p>	<p>Site Manger Mr. B Slater</p> <p>Class Teachers TAs Lucia Taylor Class teachers Lucia Taylor</p> <p>Site manger Mr. B Slater</p> <p>Class teachers' TAs</p> <p>Class teachers, TAs, and office staff</p>	<p>2025</p> <p>On going. 2025</p> <p>On going.</p> <p>As needed.</p> <p>As recommended .</p> <p>On going.</p> <p>On going.</p> <p>On Going</p>	<p>Signs will be clear and easy to read.</p> <p>Lighting will be effective and safe.</p> <p>Large print resources will be available.</p> <p>Braille will be available.</p> <p>The acoustic environment will meet the required standards.</p> <p>Floor coverings and carpets will be in a good state of repair.</p> <p>Pupils and parents will have access to information in an accessible form.</p>

4. Monitoring arrangements

This document will be reviewed every **two** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body and Mr. M Roberts (Head teacher)

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
- Special Educational Needs Policy
- Supporting Pupils with Medical Conditions Policy
- SEND Local Offer
- Limehurst School Local Offer
- Inclusion Policy
- Disability Equality Policy
- Staff Development Policy
- Behaviour Management Policy
- School Development Plan
- School Vision statement
- Curriculum Policy/Subject policies

6. Links to Oldham Council Local Offer and other Partners

The link to Oldham Council's Local offer webpage where families can gain access to services, activities and resources: Please add the web link and image to your school website

Local offer website link: www.oldham.gov.uk/localoffer

Oldham's Local Offer is an online resource for children and young people with special educational needs and disabilities (**SEND**) aged 0–25 and their families



POINT Oldham:

<http://pointoldham.co.uk>



Parent Forum

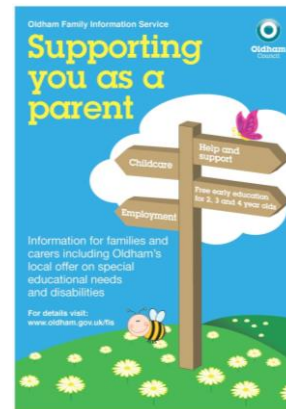
SEND ISSIS

<http://iassoldham.co.uk>



Family Information Service

www.oldham.gov.uk/familyinfo



Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	See 'Lift' (below) Personal emergency evacuation plans in place for pupils who need them. Training and plans are updated regularly.	Mrs. L Taylor	2025
Corridor access	All classrooms and outdoor areas are accessible by wide corridors.	All corridors to be kept clear and accessible for all	Mr. I Wilson	On going
Lifts	One lift to access upper floor.	Ensure lift is kept in good order	Mr. B Slater	On-going
Parking bays	School has 2 disabled parking bays and one ambulance bay.	Ensure these bays are kept clear and used effectively	Mr. B Slater	On-going
Entrances	All entrances are on the ground floor and level without steps.	Ensure access is continued	Mr. B Slater	On going
Ramps	None needed currently. Will be purchased if necessary.	Monitor	Mrs. L Taylor	On Going
Toilets	3 disabled toilets are available. One in the reception area, one in the nursery and one in the portacabin.	Monitor	Cleaners Lucia Taylor	On going
Reception area	The main reception area has wide double doors which are accessible to all.	Monitor	Mr. B Slater	On going

Internal signage	<p>Fire exits, and fire extinguishers are all labelled.</p> <p>There are lists of first aiders available in various areas throughout school</p>	Monitor and update as required	Mr. I Wilson	On going
Emergency escape routes	<p>The school has regular fire drills which ensure all pupils and staff are familiar with the escape routes.</p> <p>No children need specific emergency evacuation plans (peeps) which are updated annually or more often if required.</p> <p>School seek advice from LA when new children arrive, or they have specific requirements. (Temporary, through illness, or more permanent)</p>	Monitor, update and seek advice as required	Mrs. L Taylor	On going