



Accessibility Plan

School name: Livingstone Primary

3-year period covered by the plan: 2024-2027

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards pupils with disability, under Part 4 of the DDA:

- not to treat pupils with disability less favourably for a reason related to their disability;
- to make reasonable adjustments for pupils with disability, so that they are not at a substantial disadvantage;
- to plan to increase access to education for pupils with disability.

This plan sets out the proposals of the Governing Body of the school to increase access to education for pupils with disability in the three areas required by the planning duties in the DDA:

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

Our equality objectives address our duties under current equality legislation, up to and including the Equality Act 2010. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the priorities identified in the plan and support all barriers to access and achievement to be minimised.

Our vision and values

Livingstone Primary School is committed to the highest standards for all and to the removal of barriers to learning. The Governing Body and Headteacher lead the school in promoting an inclusive approach which reflects our commitment to Equal Opportunities. We recognize that children with disabilities may need additional support to achieve their potential.

At Livingstone we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally, with respect and dignity, free from discrimination and harassment. Each person will be given fair and equal opportunities to develop their full potential regardless of their age, disability, gender, gender-identity, race, religion or belief, sexual orientation, pregnancy and maternity (refers to staff / employment), socio-economic background and special educational needs. Our school will tackle the barriers which could lead to unequal outcomes for these protected groups, ensuring there is equality of access and that we celebrate and value the diversity within our school community. The school will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

Information from pupil data and school audit

Based on our most recent audit (November 2024), the school has 1 pupils and 3 staff members with disabilities. Three children have an Education and Health Care Plan.

Patterns of attendance and progress do not differ substantially from the rest of the school population and they are able to access all areas of provision.

Views of those consulted during the development of the plan

The school has consulted with parents of children with a disability and staff who have a disability. Parents of children with disabilities are generally happy that the school is meeting their children's needs. The staff members with disabilities are able to carry out their duties with some modifications where necessary. All those consulted are aware of their responsibility to bring to the school's attention any action or omission which may have a negative impact on access for themselves or their children. This access plan is one of the ways in which the school's provision for pupils with disabilities and their families can be monitored and audited.

The main priorities in the school's plan

- Improving the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services
- Ensuring in all aspects of our work we celebrate diversity and challenge discrimination and in so doing have a positive impact on shaping the values of our community and contribute positively to all aspects of social cohesion.
- Monitor the achievement and attainment of all groups of pupils including the disadvantaged to ensure provision matches need and all children make expected rates of progress.

Action Plan: (see also Equality Policies, School Improvement Plans and Asset Management Plans)

Objective	Action	by whom	when
Improve the physical environment of the school to increase the extent to which pupils with disabilities and their parents can take advantage of education and associated services	Complete risk assessments and health care plans annually and amend as needed. Liaise with outside agencies to ensure that needs of individual children are met in classroom provision, layout and catering for medical needs. Consult with new intake parents each year to ensure that provision is made to cater for new children's needs. Use the support of Occupational Therapy as needed to advice school on adjustments that are needed.	HT SENDCo Class teachers and teaching assistants. SENDCo	Ongoing as needed
Promote positive attitudes towards people with disabilities	Displays around school promote positive attitudes. Events such as Olympics and Paralympics are discussed with equal focus. As we increase the supply of books in the library, we are going to ensure that the books represent diversity as much as is possible. We will also do this as we replace reading scheme books. As we constantly review our curriculum we will look for all opportunities to promote the achievements of those with disabilities. Children taught to and are expected to demonstrate tolerance and understanding of children's needs. Makaton used to sign some songs in classes and assemblies. Makaton and PECS used to improve communication with children who struggle to communicate.	HT / DH English Lead Class teachers Class teachers Class teachers SENDCo	Ongoing
Increase the extent to which pupils with disabilities can participate in the school curriculum	Provide adequate support for children in class and outside; liaise with LA and other external services such as VI and HI service	SENDCo	Termly and ongoing

	Complete risk assessments and health care plans annually and amend as needed. DHT to hold progress meetings with teachers each term to ensure academic progress is maintained. Needs of children identified and small group interventions and individual support put in place. Children with EHCPs have initial 6-month review and then annual reviews. Where there are concerns we will hold reviews early. Liaise closely with parents and Robinwood to see how we can meet children's needs whilst on residential in order to ensure they can participate.	HT / DH DHT Class teachers SENDCo DH	
Ensure provision of after school trips is not limited due to financial difficulties.	Ensure that children who are PP are subsidised for school educational visits and 3-day residential visit to Robinwood.	HT and admin staff	Ongoing

How to obtain a copy of our Accessibility Plan

Copies of this plan are available from the school office on request. Large-print versions will also be available.