



Accessibility Plan

July 2026

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To be reviewed: July 2027

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1. Aims

Derby Diocesan Academy Trust acknowledges that all 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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. We believe that every person is unique, valued and deserving of respect. We celebrate diversity, promote equality and create an inclusive environment where everyone feels they belong, has a voice and is supported to achieve their full potential.

Our values and principles at Loscoe Church of England Primary School and Nursery are as follows:

- **Equality of opportunity:** Every pupil should have the same opportunities to learn, achieve and succeed, regardless of their background, identity or circumstances.
- **Inclusion:** Every member of our school community should feel welcomed, valued, respected and able to participate fully.
- **Respect for diversity:** We recognise and celebrate the differences between people, including culture, ethnicity, religion, disability, gender, family background and individual identity.
- **Belonging:** Every pupil should feel that they are an important and valued part of our school community.
- **Fairness and respect:** We treat everyone fairly and with dignity, while recognising that different people may need different support to achieve equally.
- **Freedom from discrimination:** We challenge prejudice, discrimination, bullying and stereotypes wherever they occur.
- **Pupil voice:** We listen to pupils and value their experiences, opinions and ideas when making decisions about school life.

The plan will be made available online on the Trust and its school's website, and paper copies are available upon request.

Our Trust and its schools are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust and its school's support any available partnerships to develop and implement the plan. Accessibility audits are carried out across the Trust and its schools. Links with the local authorities are in place to further support accessibility requirements and this is considered as part of the school condition allocation funding.

If you have any concerns relating to accessibility in the across the schools within the Trust, the complaints procedure sets out the process for raising these concerns.

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](#).

In line with the Equality Act 2010 (Schedule 10), the school publishes and maintains an Accessibility Plan which sets out how we will:

- Increase access to the curriculum for pupils with disabilities
- Improve the physical environment of the school to increase access
- Improve the delivery of information to pupils with disabilities

The plan is reviewed at least every three years, and more frequently if circumstances require.

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 pupil with disabilities faces in comparison with a pupil without disabilities. 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. Physical Environment

Loscoe School Church of England Primary School and Nursery comprises of two buildings. The nursery building is situated to the right hand side of the site as you enter the school premises with the reception class, key stage 1 and key stage 2 being situated in the main larger building. Each building is single storey which provides access to wheelchair users. All access points are flat to ensure that entry to the school is accessible to wheelchair users.

All the classrooms, the staffroom and offices in each of the buildings are linked by corridors which are wide enough for wheelchair access. The playground is generally flat with a gentle slope between the infant playground and junior playground. The school has a large playing field that is accessed by steps.

Doors within the main buildings are wide enough to enable access to wheelchair users.

The school has internal emergency signage and emergency lighting. All escape routes are clearly marked. There is a disabled toilet within each of the main school buildings, all with handrails and emergency pull cords.

The school has its own carpark with one designated accessibility parking space.

4. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Differentiated curriculum, provision maps, adaptive teaching, SEND reviews, assistive technology, inclusive educational visits and PE lessons.	Short: audit curriculum accessibility to ensure that all steps possible are being taken to include all pupils. Medium: Expand adaptive teaching and technology to make the best use of all resources available to us. Long: Secure full participation of all pupils and strong outcomes for everyone.	Children have opportunities to work individually and also co-operatively and collaboratively in pairs, groups and whole classes ICT used to support disabled pupils' access to the curriculum Individual Provision Maps formulated and shared with parents and external agencies aimed at being accessible and understandable to all concerned Provision cost mapping ensures best value is achieved for pupils with additional needs School accesses appropriate equipment specific to a pupils' needs, e.g.	Head teacher SENCO Subject leaders.	Continuous with termly reviews.	All pupils access the curriculum with independence when appropriate and interact fully with their peers. All groups are represented in enrichment activities; participation increases over time. All pupils are able to make expected or better progress from their individual starting points confirmed by assessment and tracking data, Foundation Stage scores and End of Key Stage Teacher Assessments. Damaged

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			special grip pens, coloured overlays, writing easels, etc. Specific staff training for teachers, teaching assistants and midday play leaders who support disabled pupils, e.g. Training for children with sight impairments, speech impediments, children with autism. SEND training carried out annually SENCO and class teacher meetings. Pupil progress meetings evaluate the progress of pupils with additional needs in each class. FFT and Brackenfield data systems. Regular liaison with parents. Individual access plans for disabled pupils when required.			resources are repaired or replaced;; additional resources are in place. All pupils and classrooms have increased access to ICT suitable to their level of need Observations of lessons, learning walks and scrutiny of children's work confirm effective differentiation. Staff aware of how they can meet the needs of individual children with a diverse range of learning and behaviour needs. Staff trained and feel confident in supporting specific pupils. Children with

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			Advice taken from external agencies and parents. Staff trained to enable pupils to access all physical activities. Risk assessments undertaken for specific pupils. Individual risk assessments undertaken for specific pupils. Site visits undertaken by designated staff prior to the visit. Involve parents in decisions. Provide extra support for vulnerable pupils.			additional needs are making at least expected progress All children participate fully in all physical activities All children able to take part in school trips safely and confidently
Improve the overall physical environment and maintain and develop access to all areas.	The school is a modern, accessible single storey building. The environment is adapted to the needs of pupils as required. This includes: - Corridor width - Disabled parking bays - Disabled toilets and	Short Term: ensure that access routes are clear including the signage to accessible facilities. Medium: implement strategies to reduce overheating and uncomfortable temperatures during	Ensure that reasonable adjustments are maintained and modified as and when required – including adjusting educational equipment for visually or hearing impaired pupils.	Headteacher and Trust. Headteacher,	Continuous.	All pupils can access their environment and can move in and around site freely. Signage and access for visually impaired stakeholders is clear

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	changing facilities Book shelves at wheelchair-accessible height School is aware of the access needs of disabled children, staff & parents/carers School is aware of the access needs of disabled children, staff & parents/carers School is aware of the access needs of disabled children, staff & parents/carers. Steps to the school field have yellow paint on the edges to make them more visible for pupils with sight impairment. School ensure that all disabled pupils can be safely evacuated with PEPs being put in place. Colourful, lively displays on beige backgrounds in classrooms and inviting role play/reading areas can be found in each classroom. LED lighting installed throughout school to improve visibility and glare.	periods of extreme hot weather. Long term: make the site is accessible for all pupils including easy access to the school field.	Provide shaded area for pupils outside in hot weather Solution to be found in rooms prone to overheating and affected by sun glare. Explore additional blinds and use of portable air conditioning units. Create access plans for individual disabled children/adults as part of the Risk Assessment/MEP process. Ensure designated staff are aware of their responsibilities with implementing PEPs. Regular evacuation practices (known and unknown). Explore the possibilities of installing a hard surfaced ramp for access to the school field.	SENCO, School Business Manager.	Spring Term 2027 to be prepared for Summer 2027. On entry to school, and then reviewed accordingly	Increased use of outside spaces in hot weather Glare from sunlight reduced. Temperature affected rooms reduced and comfort increased . All disabled children can evacuate the building safely and quickly in an emergency. Staff are confident in evacuation strategies as identified in their PEEPS. These children will go out at the end of their class line with their 1-1. Wheelchair users have less difficulty in accessing the

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						school field as the surface has improved.
Improve the delivery of information to pupils and other stake holders with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations – Widget is used as part of a total communication approach. • Alternative formats are available on request. • Dojo is used as method of communication – Dojo translate is available to allow parents to access information in their preferred language.	Short term: Review information to parents/carers to ensure it is accessible. Improve the delivery of information in writing in an appropriate format Medium term: Ensure all staff are aware of guidance on accessible formats Provide information in other languages for pupils or prospective pupils Long Term: keep up to date with new assistive technology as and when it becomes available.	Provide information and letters in clear print in “simple” English. School office will support and help parents to access information and complete school forms Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment Guidance to staff on dyslexia and accessible information Access to translators, sign language interpreters to be considered and offered if possible	Headteacher/SBM Headteacher/SBM SENCo/inclusion mgr SENCo/inclusion mgr	Continuous Continuous Continuous Continuous	school field as the surface has improved. All parents receive information in a format that they can access. All parents understand what the headlines of the school information are. Excellent communication. On-going appropriate use of resources Staff produce their own information Pupils and/or parents feel supported and included

5. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the COO in collaboration with the schools within the Trust.

It will be approved by Trust Board before being adopted by the LAC following the school contexts being added.

6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- DDAT Health and safety policy
- DDAT Equality information and objectives (public sector equality duty) statement for publication
- DDAT SEND policy
- DDAT Supporting pupils with medical conditions policy
- DDAT Child Protection and Safeguarding Policy