Lowe's Wong Anglican Methodist Junior School

Accessibility Plan

Autumn 2026

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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 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

In our school everyone is equally valued and treated with respect. Everyone has an equal opportunity to achieve and will be challenged and supported to ensure that they continue to grow. Our Accessibility plan sets out how we endeavour to meet the needs of children and adults who may require additional provision to fulfil their true potential, whilst learning or working in our school. This involves providing access and opportunities for all pupils without discrimination of any kind.

The 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.

The school supports any available partnerships to develop and implement the plan.

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

The plan will be resourced, implemented, reviewed and revised in consultation with the parents of pupils, employees, Governors.

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 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.

3. Action plan

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

AIM	ACTION	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Liaise with KS1 providers to review admissions before the start of the academic year.	Yr 3 LEAD and SENCO	Summer term	Appropriate procedures/resources in place
	• Offer a differentiated curriculum for all pupils where needed	SLT and SENCO	Ongoing	Respond to the needs of pupils and act accordingly. Seek advice and support from specialist teachers when necessary
	• We use resources tailored to the needs of pupils who require support to access the curriculum	SLT and SENCO	Ongoing	Respond to the needs of pupils and act accordingly. Seek advice and support from specialist teachers when necessary
	• Curriculum resources include examples of people with disabilities	All teaching staff	Ongoing	Variety of planned activities that reflect a range of disabilities and needs

AIM	ACTION	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
	• Curriculum progress is tracked for all pupils, including those with SEND	Assessment lead & SENCO	Termly	Assessment data analysis.
	• Targets are set effectively and are appropriate for pupils with additional needs	Teaching staff, Teaching Assistants and SENCO	Termly and ongoing	SMART targets are set at termly ISP meetings.
	• The curriculum is reviewed to make sure it meets the needs of all pupils	SLT and Curriculum Leads	Termly	Evaluation of curriculum.
	• Offsite visits are accessible to all	EVC, SENCO, Headteacher	Ongoing – when visits are planned	Risk assessment visits take place by the Visit Leader Risk assessments are overseen and approved by EVC and headteacher
	• Up to date training on range of SEND	SENCO	Reviewed annually	A range of SEND training takes place over the year, built upon the needs of the school
	• PE curriculum is accessible for all	PE Lead	Ongoing	The engagement and participation for all pupils is evident, with equipment bought in where needed for accessibility

AIM	ACTION	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Toilet sinks at wheelchair height • Classroom spaces able to be moved round by wheelchair • PE equipment suitable for the use of a wheelchair	Headteacher, SENCO and site manager	Ongoing	The environment is inclusive and accessible to all. Advice sought from relevant external professionals where needed (PDSS for example).
	Ensure all pupils can evacuate the building safely when required	SENCO and Headteacher	Ongoing	Termly fire drills take place. PEEPs put in place where appropriate.

AIM	ACTION	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Large print resources • Radio aids • Pictorial or symbol representations • Email communication	Headteacher, office administrator, SENCO	Ongoing	Communication is inclusive to all and adapted where needed.

4. 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 SENCO and the Headteacher.

It will be approved by the Governing Body.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy