Loughton School

Accessibility Plan 2026

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Statement of intent

Loughton School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive, positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This plan must be adhered to by all staff members, pupils, parents and visitors.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

1. Definitions

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities. In line with the Equality Act 2010, the school does not unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

2. Roles and responsibilities

The governing board will be responsible for:

- Monitoring the Accessibility Plan.

The headteacher will be responsible for:

- Approving the Accessibility Plan
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The Assistant Head (pastoral) will be responsible for:

- Writing the Accessibility Plan
- Working closely with all stakeholders to ensure that pupils with SEND are appropriately supported.

Staff members will be responsible for:

- Acting in accordance with the Accessibility Plan at all times.
- Ensuring that their actions do not discriminate against any pupil, parent or colleague.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin, in line with the Administering Medication Policy.

3. Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe. It will be presented as either a freestanding document or as part of another document, such as the School Development Plan.

The plan has the following key aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

• 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.

• To improve the delivery of written and digital information to pupils, parents, and staff 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.

4. Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

5. Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the

school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

6. Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The class teacher and SENCo will work together to adapt a pupil's SEND learning plan/EHCP, with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'one-page profiles'.

Specialist resources are available for pupils with visual impairments, such as large print reading books. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

7. Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils with disabilities have limited or no access to.

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

Where entrances to the school are not flat, a ramp is supplied for access. Wide doors are fitted throughout the school to allow for wheelchair access. The corridor flooring and lighting is designed to support those who are visually impaired.

8. Monitoring and review

This policy will be reviewed on a three-year basis or when new legislation or guidance concerning equality and disability is published. The governing board and headteacher will review the plan

Loughton School
Identifying Barriers to Access

Section 1: How does Loughton deliver the curriculum?

Question	In Place?	Notes
Do you ensure that teachers and learning support assistants have the necessary training to teach and support disabled pupils?	✓	Yes, delegated to the senior leadership team
Are your classrooms optimally organised for disabled pupils?	✓	Classroom will be organised to meet needs and school liaise with external agencies for support
Do lessons provide opportunities for all pupils to achieve?	✓	Yes, we monitor this through observation of lessons, books and data.
Are lessons responsive to pupil diversity?	✓	Yes, we monitor this through observation of lessons, books and data.
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	Yes, we monitor this through observation of lessons, books and data.
Are all pupils encouraged to take part in music, drama and physical activities?	✓	Yes, the school takes particular pride in its teaching of the wider curriculum.
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓	Yes, we monitor this through observations, sensory breaks, one page profiles
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓	Yes, extra time is planned in for pupils and staff and documented in learning plans and one page profiles.
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓	Yes, the curriculum is adapted for pupils who cannot access it.
Do you provide access to computer technology appropriate for students with disabilities?	✓	Yes, the school has a wide variety of devices to assist appropriate pupils.

Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓	Yes, all pupils can attend all trips within their year group. We provide an extra adult if we feel this is needed
Are there high expectations of all pupils?	✓	Yes, we monitor this through observation of lessons, books and data.
Do staff seek to remove all barriers to learning and participation?	✓	Yes, we monitor this through observation of lessons, books and data. One page profiles and behaviour plans are also used

Identifying Barriers to Access (Cont'd)

Section 2: Is Loughton designed to meet the needs of all pupils?

Question	In Place?	Notes
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, library and outdoor sporting facilities, playgrounds allow access for all pupils?	**X**	Not all classes have wheelchair access to outside. One area requires a ramp. To be reviewed annually or if we take in a pupil who needs access.
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓	Yes. Staff are aware of accessibility for wheelchairs/frames for physical support
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	**X**	Fire/evacuation alarm has no visual signal. 1:1 LSA's support the children they work with when this happens
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	✓	Pictorial signs in some areas.
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	✓	No, we cater very carefully for our ASD pupils.
Are areas to which pupils should have access well lit?	✓	Yes
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	✓	
Is furniture and equipment selected, adjusted and located appropriately?	✓	Yes

Section 3: How does Loughton deliver materials in other formats?

Question	In Place?	Notes
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓	Yes
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓	Yes, as required.
Do you have the facilities such as ICT to produce written information in different formats?	✓	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities	✓	Training provided by Visual Impairment and IT specialist teaching team as required.

Access Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.
Our key objective is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Ensure that pupil and staff induction allows for sufficient sharing of information regarding any SEND accessibility requirements	Admissions paperwork to include thorough collection of information regarding specific SEND needs of pupils Sufficient time allocated to sharing of information with relevant staff members	June/July 2026 June/July 2029	SLT	Comprehensive approach to collection and sharing of information, allowing the school to build an accurate picture of the specific needs of pupils
	To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010.	Ongoing	HT SLT Governing Board.	All policies clearly reflect inclusive practice and procedure.
	To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. children with severe asthma or epilepsy.	To ensure collaboration between all key personnel.	Ongoing	HT SLT Medical LSA Outside agencies	Clear collaborative working approach.
	Raise attainment and narrow any gaps in attainment that may exist.	Monitor attainment of all pupils with SEN during Inclusion surgeries, pupil progress meetings and regular liaison with parents.	Termly	SLT Teacher Parents	Progress made towards SEND targets. Assessment shows clear steps and progress made.

	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To finely review attainment of all SEND pupils.	Inclusion surgeries Class Teacher meetings/Pupil Progress. Scrutiny of assessment system. Regular liaison with parents.	Termly	Class Teachers Assistant Head (academic) SENCo	Progress made towards SEND targets. Outside agencies supporting pupils where required.
	Opportunities for children to see positive role models with disabilities.	Visitors into school. Continued purchase of materials which portray positive images of people with disabilities.	Ongoing	SLT SENCo Teachers	Resources are easily visible. Planning shows consideration of possible visitors to school. Positive attitudes towards those with disabilities and towards principles of inclusion.

	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	To evaluate and review the above short and long-term targets annually.	See above.	Annually	SLT SENCo Governors	All children making good progress.
	To deliver findings to the Governing Board.	Head teachers report in FGB meetings	Regularly Inclusion Governor & Inclusion team meetings	SENCo Governor	Governors fully informed about SEND provision and progress.

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of school environment.	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes and more accessible facilities and fittings.	Ongoing	SLT Operations Manager	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children.	Colourful, lively displays in classrooms and inviting role play areas. Outside area is inviting and stimulating	Ongoing	Teaching and non-teaching staff Operations Manager and HT	Lively and inviting environment main trained.
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	Constantly reviewed	HT SENCo Medical LSA	Medical needs are met
	Ensuring disabled parents have every opportunity to be involved.	Utilise disabled parking spaces for disabled parents to drop off and collect children.	Constantly reviewed	SENCo Operations manager	To ensure that disabled parents are not discriminated against and are encouraged to take

		Offer a telephone call to explain letters home for some parents who need this. Adopt a more proactive approach to identify the access requirements of disabled parents		Whole school team	interest and be involved in their child's education.

	Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
MEDIUM TERM	Pupils with medical needs are fully supported.	Review Managing Medicines Policy.	2026-2029	HT SENCo Medical LSA School Nurse	Reviewed policy is approved and in place.
	All educational visits to be accessible to all.	Through planning, including advance visits to ensure each new venue is vetted for appropriateness.	As required	Trip Leader SLT SENCo Medical LSA Inclusion Governor	Risk Assessment completed. All pupils in school able to access all education visits and take part in a range of activities. Risk Assessments are submitted to Governors.

	Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
LONG TERM	Continue to develop playgrounds and facilities.	Look for funding opportunities.	Ongoing	Whole school approach	Inclusive child-friendly play areas
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages/letters/text.	Ongoing	Site manager SLT	No accidents.
	Pupils with medical needs are fully supported.	Provide training in use of Epi-Pen (when there is a child in school for whom this is relevant),	Annually	SENCo Medical LSA	100% of employees are first aid trained.

		administering medicines and use of asthma inhalers. Diabetes training and injection training for a child new to the school			
	Accessibility to the building caters for wheelchair users / users of walking frames to exit via the classroom exits.	Look for funding opportunities.	Ongoing	Site manager SLT	All children can gain smooth access to building
	Emergency and evacuation systems are fitted with a visual component	Look for funding opportunities.	Ongoing	Site manager SLT	The school will have visual signal to enable hearing impaired children to be made aware of fire/evacuation alarm. Physical accessibility of school increased.

Aim 3: To improve the delivery of information to disabled pupils and parents

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To ensure all children with a disability, including those who have a visual impairment, ASD, or epilepsy have access to the curriculum.	Regular parental communication. Quality First Teaching strategies SEND support plans/EHCP	Ongoing	All staff to be aware	All children, regardless of a disability, will be able to access curriculum. Barriers to learning have been significantly reduced and where possible removed, for children with a disability, to create a low arousal but friendly, accessible and inviting working environment.
	Use of assistive technology to support learning for all groups of learners.	Support all staff to implement and effectively use iPad and laptop technology within the classroom (KS2) SENCo to develop and support the use of Technology. Use of iPads for some pupils – source suitable support apps for additional needs where appropriate. ICT and sensory specialist teacher input for pupils who meet criteria.	July 2026	All staff to be aware	Increased access to and engagement in learning. Increased rates of progress for all learners. Increased staff confidence with these programmes

MEDIUM TERM	**Targets**	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
	To review children's records ensuring school's awareness of any disabilities.	Information collected about new children: • Records passed up to each class teacher. • End of year class teacher meetings. • SEND support plans • Annual EHCP reviews • Medical forms updated annually for all children. • Personal care plans. • Significant health problems – children's photos displayed on staffroom notice board/info kept in separate file in staffroom.	Annually	SENCo Class teachers Outside agencies SLT. Medical LSA Pupil Admin Manager	Each teacher/staff member aware of disabilities of children in their classes. Pastoral team promotes positive awareness of disabilities e.g. Down Syndrome Awareness Day, Autism Awareness Week.
LONG TERM	**Targets**	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
	In school record system to be reviewed and improved where necessary. (Records on SIMS/ network/protected)	Record keeping system to be reviewed.	Continual review and improvement.	SENCo DHT Office staff	Effective communication of information about disabilities throughout school.