

**LOSTOCK HALL COMMUNITY PRIMARY SCHOOL**

**Disability Discrimination Act Accessibility Plan**

**(This Action Plan also serves as our Equality Action Plan):**

<b><u>Objectives/Actions:</u></b>	<b><u>Tasks/Time scale/Funds:</u></b>	<b><u>Lead/Staff:</u></b>	<b><u>Success Criteria:</u></b>	<b><u>Self-Evaluation/RAG rating:</u></b>
Access to the curriculum: Reflect identified area of need for lesson planning and delivery	Two weeks prior to the child starting school and by second week of starting.	All staff	Child with disability has full access to curriculum with reasonable adjustments made. Success evidence in lesson planning, resources, learning outcome. See Schools local offer/SEN information.	SEN children can access all areas of school.
School Policies: Ensure all policies consider the implications of Disability Access	Two weeks prior to the child starting school and by second week of starting.	SLT/HT/Gov	School SEND policies reflect the needs of the child with disability. Access to all aspects of school life for all pupils.	Policies reviewed annually.
School Buildings/classrooms: Ensure access to school buildings and site can meet diverse pupil needs. Ensure that all classrooms are adjusted to reflect the needs of the child with the disability.	By first term of child starting school. Two weeks prior to the child starting school and by second week of starting school.	SLT/HT/Gov	Child with disability has full access to as many areas as possible (need dependent). Appropriate use of resources for diverse needs of specific pupil with disability.	SEN children can access all areas of school.
Letters/Documents: Availability of newsletters and school documents in alternative format. All staff to be made aware of children or parents with disabilities. Annual review to monitor Accessibility Plan.	Large print and audio formats as required. Use of symbol software as required. Newsletters, school documents and pupil resources can be given in alternative formats as required. Plan reviewed annually.	SLT/HT/Gov	Information to pupils with disabilities and parent/carers will be improved, via office/website. To ensure that school is fully inclusive for everyone. Accessibility Plan up to date and reflects needs of particular disabilities within the school. Purchase Communicate in Print.	Parents identified and needs met.
Staff/Adults: Ensure staff/adults working in school are fully catered for re: DDA requirements	Within one week of taking up role in school or prior if appropriate.	SLT/HT/Gov	All staff/adults working in school fully inclusive.	Ongoing – all new staff notified.