



Accessibility Policy & Plan

Updated: Spring 2026
Next Review: Spring 2029

Reviewed, approved and ratified by: Full Governing Body
Written by HT & SENCO

Work Together, Achieve Together

“We want to live in communities where we can participate fully and equally. We want all our children to do well at school, to take part in all areas of school life and reach their potential. We know that for many disabled children at school, and disabled people in employment, this hasn’t yet happened and there remains considerable work to be done.

The Disability Equality Duty is a new way for public authorities to tackle disability discrimination in a practical way by introducing policies that actively promote opportunities and so prevent discrimination taking place”

Bert Massie
Chairman
Disability Rights Commission

Introduction

The Equality Act 2010 replaced nine major Acts of Parliament and almost a hundred sets of regulations which had been introduced over several decades. It provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by getting rid of anomalies and inconsistencies that had developed over time, and it extends protection against discrimination in certain areas.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils

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

It is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

AIMS

Ladbroke JMI School has high expectations for all its pupils and expects them to participate and achieve in every aspect of school life.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school aims to:

- set suitable learning challenges
- respond to pupils’ diverse needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

We welcome all pupils and staff, irrespective of race, colour, creed or impairment. Every member of staff shares the responsibility to remove barriers to learning for all pupils, including those with a disability.

DEFINITION OF DISABILITY

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities (see definition below of normal day-to-day activities).

Physical or mental impairment includes sensory impairments and hidden impairments. In the equality act, **substantial** means **more than minor or trivial**. **Long-term** means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger.

Disability and special educational needs

Many children who have SEN will also be defined as having a disability under the Equality Act. It is likely that many of the pupils who have SEN and a EHCP will count as disabled. However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the Equality Act. Similarly, not all children with SEN will be defined as having a disability under the Equality Act. Some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Possible overlap of SEN and Equality Act definition for children and young people

Special Educational Needs	Both SEN + Disabled	Disabled
Mild dyslexia	Motor Impairment (long term)	Asthma
Emotional Behavioural Difficulties (EBD - social factors)	Learning difficulties	Diabetes
Mild Dyspraxia	Hearing impairment / Deaf	Cancer recovery
Minor speech impairment	Visual Impairment/Blind	Mental health Issues
Mild Learning difficulties	Incontinence	Disfigurement
	Significant Dyslexia	Eating disorder
	Epilepsy	Lack of limbs
	Non –verbal	Sickle cell Anaemia
	ADHD	Gross Obesity
	Autism	Muscular Dystrophy
	SEMH (social, emotional and mental health)	

School staff have experience of working with a wide range of disabled pupils. Training is provided through a cycle of staff INSET to raise awareness of needs and of strategies for effective classroom practice in meeting needs.

All children on the SEND register have an electronic file containing information about their needs. In addition, updated information is issued to staff at the beginning of the school year at SEND meetings and Annual Reviews. Following advice from outside professionals, reports are uploaded to the relevant folder and teachers alerted to the updated document. Support staff also have access to this information.

SEND folders contain all copies of relevant reports and advice, class provision maps, individual APDRs, case studies and any concerns or incidents.

The SENCO is responsible for ensuring that staff receive the relevant training through courses, visiting professionals and INSET. There is regular liaison with a range of outside agencies who offer advice, guidance and support in meeting the needs of the pupils we support. This support also includes providing specialised training e.g. back care and hoist training. These agencies include:

- Our local developing specialist provision locally (DSPL) group
- Specialist Teacher Advisory Service (HI, VI, PI, ASD)
- Speech and Language Therapy Service
- Child and Adolescent mental health service (CAMHS)
- Speech, Language, Communication and Autism Team (SLCA)
- Behavioural Support Team (Hive)
- School Nursing Team and hospital outreach staff
- Occupational Therapy
- Physiotherapy
- Counselling services

Robust systems are in place to ensure the smooth transition of pupils from Ladbroke to secondary school. Liaison and the sharing of information regarding disabled pupils with an EHCP or on the SEN register usually begins with the secondary school SENCO attending the Y5 or Autumn term Y6 Annual Review. Further meetings are then arranged during Year 6. The pupil and TA will make a visit to the receiving secondary school during the Summer Term prior to transfer. DSPL6 offers therapeutic support for those pupils needing additional transitional support.

All disabled pupils follow a full and balanced curriculum, appropriately adapted according to their needs and are encouraged to take a full and active part in school life, including extra-curricular activities and off-site visits. Disability awareness forms part of our PSHE curriculum. In consultation with parents and children, assemblies (class and whole school) on various disabilities have been delivered.

Using an effective bank of resources, it is our aim that all work is appropriately adapted and accessible to all pupils. This is monitored through class observations, work scrutiny, pupil voice and planning. Learning journeys and one-page profiles are in place to show the range of resources and support mechanisms in place for disabled pupils and those with special educational needs across the school.

The school is built on one level and is fully accessible for wheelchair users. A disabled toilet with hoist is available. Unfortunately, the classrooms are small, and this means that wheelchair users may not be able to navigate the whole classroom. All classrooms have built in sound systems to support children with hearing difficulties.

Gathering Views

For pupils with an EHCP (Educational Health Care Plan), the views and aspirations of disabled pupils are formally gathered annually through the Annual Review process. This seeks to establish what is going well and raise any concerns or barriers to progress from the pupil's point of view. Their parents also can express their views either in writing or simply verbally at the review meeting. This includes the opportunity to express any concerns or queries they may have regarding their child's progress and the provision in place for them. Parent views are also gathered through the annual questionnaire sent out to all parents.

Management, coordination and implementation

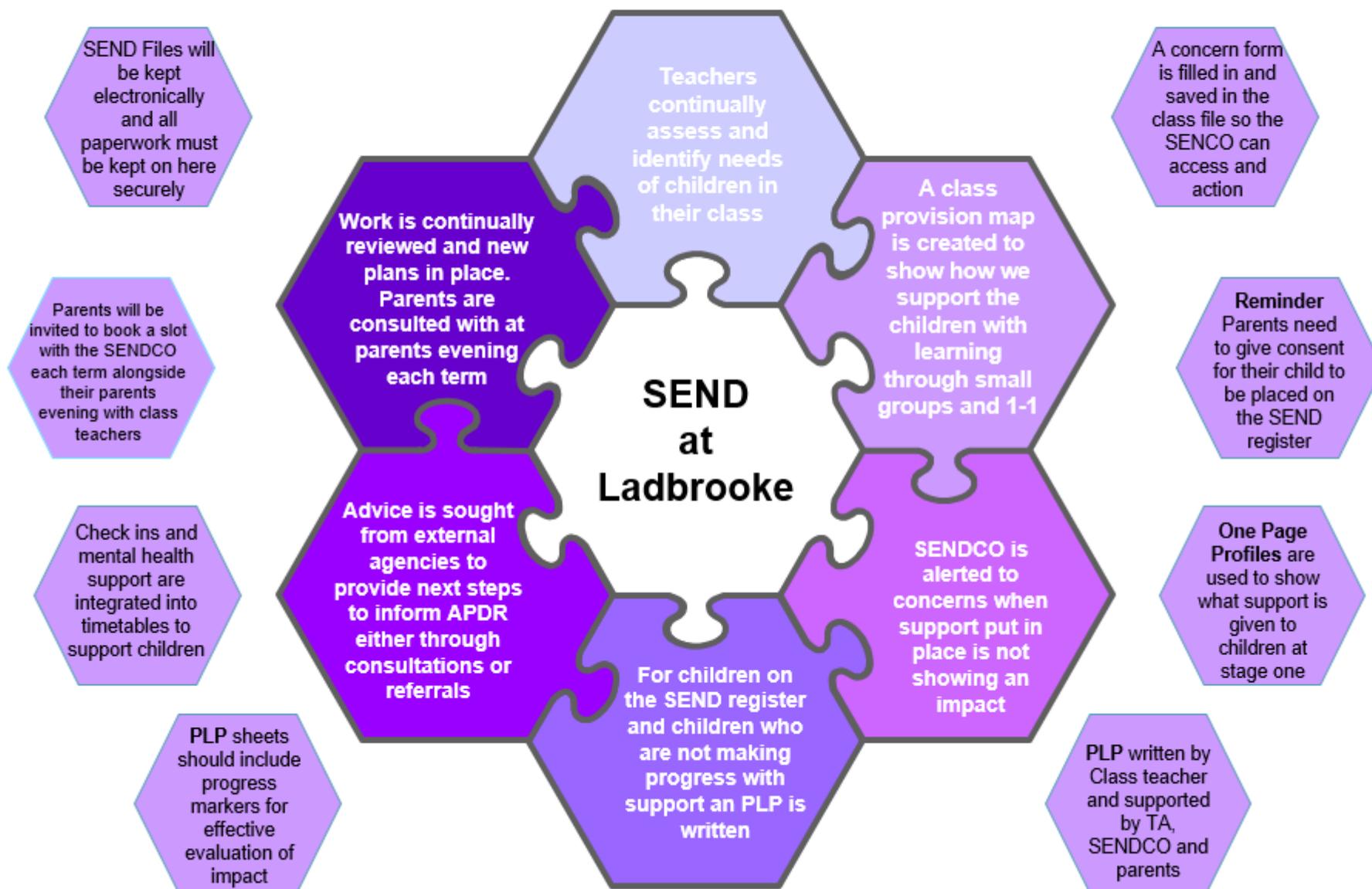
“Overall responsibility for the school’s accessibility plan lies with the governing body, but improving access for disabled pupils requires everyone at the school to understand the duties in the Equality Act and apply this knowledge in their own area of responsibility: the head teacher, class teachers, teaching assistants dinner staff, the SENCO, the caretaker, administrative staff and governors themselves.”

The governing body has responsibility for the school accessibility plan. Progress toward meeting the targets set in the plan will be reported annually. This plan, together with the school’s SEN Policy, will be reviewed and revised annually by the SENCO in consultation with disabled stakeholders and representatives of the Senior Management Team and the Governing Body.

Where to find the School Accessibility Plan

The Accessibility Plan for Ladbrooke School is available on request from the school. The plan is also available on the website. We have tried to ensure that the plan is readable and free of jargon. We welcome your feedback if you feel that anything is unclear or if you have any queries.

SEND at Ladbroke





Ladbrooke JMI School Accessibility Plan (April 2026 – March 2029)

1. How we plan to increase the extent to which disabled children and young people can participate in our school curriculum

Aim: To increase the extent to which disabled pupils can participate in the school curriculum.

Aim: To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Action	Who	Timescale	Resources	Monitoring and Evaluation	IMPACT
Ensure the SEND register is up to date <ul style="list-style-type: none"> Needs of the children are clearly identified. Identify barriers to learning Identify strengths 	DB	Termly in line with census collection	SEND register and paperwork for individuals. Care plans	Is the register up to date? Do all the pupils have electronic SEND files? Are provision maps up to date? Have APDRs been written for all children? Are all the class team aware of SEND children? What progress are SEND pupils making	Up to date register that matches the electronic files enables information to be easily accessible?
Ensure the medical register is up to date. <ul style="list-style-type: none"> All care plans have been updated All teachers are aware of who has a medical need in their class. Training has been provided where necessary 	DB/GM/CF	Annually September	Medical Care Plans Medical boxes	Is the list of medical needs up to date? Are medical boxes up to date? Are any medicines stored in school in date? Have the updated sheets been uploaded for staff to access? Has there been a handover from previous teacher? What training has taken place?	All teachers are aware of the medical needs of children in their class All medicine in school is in date Skills learnt in training are used correctly to support children with medical needs
Ensure all children have access to school trips and if necessary, make adaptations to trips to ensure this is the case.	All Staff	Ongoing with each planned trip	Meetings, Residential visit/museum	What trips have taken place? What adaptations have taken place to ensure all children are able to attend?	Children with medical needs and disabilities participate in school trips Were any trips changed to accommodate specific needs?
To scaffold writing opportunities so that all children can participate in writing sessions successfully.	SLT	Monitoring each term	Staff meetings. Widgit subscription	What scaffolding has been used in school? What impact has it had on standards How many children need a higher level of scaffolding?	All children can successfully participate in writing sessions
Continue to build core skills sessions into curriculum to support younger children with these difficulties	CW/CP	Ongoing	CSE sessions once a week – Spring and Summer Term	Have the sessions taken place? How many children have been identified? What has been the impact on their ... <ul style="list-style-type: none"> Skill development Confidence What are the next steps?	Core skills sessions will build children's core strength Identified children will receive targeted support Identified children will have improved core strength to support better mobility, seated position and handwriting

Purchase resources to support children with visual impairments so that they can access the curriculum	All Staff	Ongoing	Sensory resources Tactile artefacts	Have resources been purchased? Which have had the most impact? Are there any barriers we still need to break so the full curriculum can be accessed?	Children can access all areas of the curriculum with adapted equipment where necessary.
To ensure all staff are aware of Hertfordshire's ordinarily available provision and that this is being put into practice across the school	DB/TW Ongoing all staff	Ongoing	Hertfordshire's Ordinarily Available Provision Document	Has a staff meeting on the document been held? Has this been cascaded down to all staff? Is there evidence around the school of good practice?	All children get access to a curriculum which is appropriate to them and that is helping them make good progress.

2. How we plan to improve the physical environment of our school for disabled children and young people

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

Action	Who	Timescale	Resources	Monitoring and Evaluation	IMPACT
Create sensory trails or sensory points around the school <ul style="list-style-type: none"> Sensory points around the school to help regulate children Sensory trail outside the school Sensory trail inside the school/hall 	Staff	Ongoing. As we can afford	resources to create sensory points and trails	Are there points around the room that can be used to promote sensory regulation? Are there any trails in the school?	Children have access to sensory points around the school for when they are feeling dysregulated
Central areas to be kept clear and tidy to ensure communal areas can be accessed safely and there are no fire hazards	MY All Staff	Ongoing	May need to factor in costs of shelving or boxes for storage	Is the school clutter free? Could a wheelchair user navigate their way through the school easily?	All areas are easily accessible
Ensure all clubs are accessible for all children including children with SEND. <ul style="list-style-type: none"> Advertising clubs on offer Target key children/offer free places Encourage participation 	All Staff	September Then ongoing	Sports Premium £1000 to offer free places on clubs and activity trips	What % of children on the SEND register participate in clubs? For those children who do not, what are the reasons? What are the next steps to improve uptake?	SEND pupils attend all clubs if they would like to Suitable adaptations are made to include all pupils
Create areas for safe spaces for children who need space to regulate themselves after becoming overwhelmed	DB/TW/RH SLT	September	Safe tents Sensory resources	Have any safe spaces been identified? Have they been used? How many children use them?	Safe spaces are available for children to use to reregulate

Investigate the acoustics in the main school hall and look to see if they can be improved	MY TW	When funding allows	Sounding Boards? Cost Unknown	Have we looked into what can be done to improve acoustics in the hall? What are the costs? Can we afford to do this?	Better acoustics in the hall
To ensure furniture in central areas around the school remains in the same place and corridors uncluttered to support children with visual impairments	All	Ongoing	None currently identified	Are the corridors clear? Do all staff understand the importance of this? Are there any issues with movement around the school for visually impaired children?	Every child is able to navigate safely around the school.
Adapt playground space so that there are clear zones.	All	Begin Summer 2026 and them ongoing	Sport Premium £1000 FOLS £1000 Tesco Grant £500	Has the playground been zoned? Have activities been established in each zone? Have the children been introduced to the new zones? Is there a quiet space?	All children feel comfortable to go on the playground and find activities they enjoy and friends who enjoy the same things as they do.

3. How we plan to improve the delivery of information to disabled children and young people

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

Action	Who	Timescale	Resources	Monitoring and Evaluation	IMPACT
Ensure we are aware of parents and carers who may need support with understanding information due to <ul style="list-style-type: none"> language difficulties physical difficulty health issues school phobia or fear literacy difficulties 	All	New parents in September Ongoing	Google translate. Simplified versions of key information using visual clues	Are teachers and the office team aware of parents who may need support? Has a key person been identified to build relationship with the family Are there any families who are not supported?	Parents and carers have access to information in a variety of ways
Provide visual transition booklets to support transition of reception children into school and to support parents with limited English or limited access to written English	FS Team	New parents in September Ongoing	Transition booklet	Has a visual resource been identified? Is anything else needed? What next? Has the transition book been created? Was there any feedback?	Parents and carers have a visual transition booklet that they can use to support their child's transition to school
Improve use of pictorial communication (WIDGIT) to support all types of learners	All	Ongoing	WIDGIT Subscription	Is the WIDGIT subscription current? have staff been trained in how to use it? Can you share examples of its use?	WIDGIT is used consistently throughout the school to support learners who need visual cues
Use stories to explain to children about disabilities and challenges	All	Ongoing	Books specific to different disabilities	Have stories been used? Can children talk about different disabilities with empathy and understanding? Do they support children with disabilities recognizing their strengths and supporting them with the things they find challenging?	Children have understanding of different needs and will support and collaborate with each other to achieve positive outcomes.