



Shine like Stars



LOWDHAM C of E PRIMARY

Disability Access Plan

Love others – *“My command is this: love each other as I have loved you.”* John 15:12

Everyone join in – *“How good and pleasant it is when God’s people live together in unity!”* Psalm 133:1

Always do your best – *“Work at everything you do with all your heart.”* Colossians 3:23

Reach out – *“Do to others as you want them to do to you.”* Luke 6:31

Never give up – *“I can do all this by the power of Christ. He gives me strength.”* Philippians 4:13

Lowdham CofE Primary School






Plan reviewed and revised: September, 2025

MISSION AND VISION STATEMENT

At **Lowdham CofE Primary School**, children come first. The school seeks to maximise the potential of the children placed in its care, within a Christian atmosphere and environment.






The school is concerned to promote the social development and self-worth of each child within the Christian ethos of the school and within the context of the wider community.

In recognising and accepting these responsibilities we aim to:

-  Develop a caring community in which all members have respect for the dignities, rights, values and needs of others regardless of race, religion, disability or gender.
-  Provide an education to help pupils to develop the knowledge, skills and understanding required to realise their aspirations as well as the desire to use them.
-  Help pupils to assess their own values and their relationships with others developing personal motivation, self-discipline and the necessary social skills.
-  Prepare pupils for their adult lives in the home, at work and in the wider community and become contributing members of society.
-  Foster an openness of mind that maintains an interest in learning as a continuing process throughout life.

Increasing pupil participation in the school curriculum

Provision and strategies already in place:

-  School clubs, sporting, cultural activities and school visits are accessible to all pupils including pupils with identified barriers to learning and participation. Actions include: risk assessment, provision of additional support and/or resources;
-  The school make full use of a range of LA support services, social services, health professionals and the wider community;
-  The school SENCO attends LA SENCO Networks and Family SENCO groups to keep abreast of new ideas/sharing of good practice;
-  Individual pupil profiling in place for all pupils supported; and
-  Pupils are supported as needed by extra time, reader support and/or scribes to allow access to tests and assessments

Headteacher and SENCO rolling programme of observations to identify strengths and areas for development.

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short-term	<p>Pre Key Stage standards: cascade information to staff so they understand them, especially at end of key stage.</p> <p>New B Squared assessment tracker: Cascade information to all staff so they can assess children who are deemed not meeting ARE in their year group.</p> <p>SENDCO to support new staff and to source outside agencies, resources and funding.</p>	<p>Assess children and set targets using PKS scales where necessary to show progression.</p> <p>Assess children using new B Squared tracker where appropriate. Use PKS for Statutory assessments at the end of key stage. Use B Squared tracker to help identify gaps for specific children.</p> <p><i>Staff meeting/time with relevant staff to train in use of new assessments-PKS and B Squared.</i> <i>Time to meet with specific TAs to update assessments using new formats.</i></p>	<p>Children's achievements recorded regardless of ability.</p> <p>Increase in inclusive planning across each key stage. Specific children are able to make progress</p>	<p>Ongoing</p> <p>Ongoing*</p>	<p>Review and refresher of ASC booked for summer, 2025 with AA/JP</p>
Medium-term	<p>To develop the use of signs and symbols across the school. <i>E.g. greetings or memory verses in collective worship.</i></p>	<p>To re-introduce signing in assemblies Visual timetables in classes.</p>	<p>Signing used in more assemblies and displays have symbols.</p>	<p>Spring/ Summer 2026</p>	<p>This is now in CW but needs to be more firmly embedded in other areas too.</p>
Long-term	<p>To ensure equality of opportunity for all pupils.</p>	<p>Evaluation and review of provision.</p>	<p>Specific needs are met. Staff are supported.</p>	<p>Ongoing*</p>	<p>Done through IPMs and EHCP meetings</p>

Improving the physical environment

Provision and strategies already in place:

- ✓ most play areas are accessible by wheelchairs/pushchairs/walking frame users
- ✓ all steps have handrails
- ✓ there is a disabled parking space with room for a tail-lift vehicle
- ✓ systems are in place to plan for the maximum access on educational visits
- ✓ school have available; adapted toilet, enlargement facilities

The school already support pupils with significant barriers to learning and participation with difficulties in the areas of; moderate, specific learning, communication and interaction, social and emotional, physical and behaviour.

Systems are in place for users to make suggestions about how to further improve access into and around the school.

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short-term	To review the EYFS environment.	Check with EYFS lead to ensure classroom and areas of provision continue to be safe.	Safe environment for all.	Autumn, 2025	<p>Complete</p> <p>Told by ICDS that significant investment would need to be put in to make it fully wheelchair accessible.</p>
	Explore the possibility of improving grounds and premises in order for it to be fully wheelchair accessible.	Liaise with ICDS, DAT, PDSS and Diocese to look at provision and funding.		Autumn, 2025	
	Risk assessment of the school grounds.	H&S walk with H&S governor (Chris Simson)	All areas safe.	Twice yearly	
Medium-term	To ensure most teaching areas are accessible by wheelchairs/pushchairs/walking frames.	H&S governor, head and Site Manager to review physical access arrangements. Signage may be needed.	The school is fully accessible (Phase 2 has steps, which make this difficult)	Autumn, 2025	See above.
Long-term	To ensure a complete review of this Disability Access Plan.	Allocate resources and arrange for work to be undertaken	The school is fully accessible except for Phase 2	Autumn, 2025	

Improving the delivery of information

Provision and strategies already in place:

- ✓ all information to parent/carers is jargon free and non-threatening
- ✓ signing is used in some Assembly times
- ✓ some pupils are taught basic signing skills

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short-term	To review the Admission Code so it ensures we consider 'special considerations'	A small working group to review Admission Code for 2025/2026	Fuller information collated at admission	Spring, 2026	AJ (Diocese) reviewed admissions code and deem it to be satisfactory.
Medium-term	To train up staff member so they can lead in signing.	Attend training to use basic signs/symbols.	Cascade information so staff can use in lessons/CW	Summer, 2026	
Long-term	*Current We use Class Dojo which has the ability to translate into multiple languages.	Used from September, 2017		Ongoing*	

Disability Access Plan updated: September, 2025

Next review: September, 2026

Headteacher: Matt Jones

SENCO: Alison Anderton

SEND Governor: Tara Miller

*unless a specific need calls for it to be reviewed before then.