

Accessibility plan



Approved by: Jenny Langstaffe **Date:** 4.1.22

Status Statutory Plan – Three Year Cycle

Last reviewed on:

Next review due by: 5.1.25

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Lordship Lane is a school where all members of the community can become confident, secure, caring individuals who achieve personal success and develop a love of learning. 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.

- We will give all pupils the opportunity to achieve their full potential by ensuring that they have full and equal access to the curriculum.
- We will build on the experience of individual children within an inclusive environment.
- We will work in partnership with parents, governors and the community.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Increasing Access for disabled pupils to the school curriculum

- We aim to support pupils with SEND/EHCP funding to attend clubs where possible
- No pupil with SEND will be excluded from school trips on the basis of their disability.
- We will carry out a risk assessment for specific pupils prior to the trip or activity.
- Our staff are trained to understand the needs of disabled pupils and to adapt the environment and curriculum to remove barriers for them.
- We are trained or have access to training to support pupils who have a hearing or visual impairment.

4. Improving access to the physical environment of the school

- The school has ramps into the building.
- The building can be accessed by wheelchairs via the front playground but some entrances are not accessible by wheelchair.
- We have a disabled toilet on the ground floor but there are not disabled toilets on every floor.
 - Library shelf height is suitable for wheelchair users to access.
- Our corridors are wide

5. Improving access to information including the delivery of written information to disabled pupils

- We use Communicate in Print software with our pupils who find accessing the written text a challenge.
- We use Makaton signs with pupils across the school to aid communication.
- Some of our staff are trained in basic British Sign Language (Level 1).
- Some staff are trained in the use of PECs (pictorial communication).
- We apply for special arrangements for SATs exams such as enlarged text and extra time for pupils.

6. Financial planning and control

The Head teacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

7. Action plan

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

Part 1: Increase access to the curriculum for pupils with a disability

Improving teaching and learning lies at the heart of the school. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability inclusive classes.

Target	Strategies	Time-Scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum to meet the needs of disabled pupils.	Inclusion monitoring to monitor staff knowledge & confidence in differentiating the curriculum. Be aware of staff training needs on curriculum areas.	On-going and as required Termly SEND CPD for staff	SENCO Inclusion Team	Raised staff confidence in strategies for differentiation and increased pupil participation.
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up system of individual access plans for disabled pupils when required. Information sharing with all agencies involved with child.	As required	SENCO Inclusion Team	All staff aware of individuals needs

Use ICT software to support learning	Make sure software installed where needed.	As required	ICT Lead	Wider use of SEN resources in classrooms.
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness.	As required		All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports. Seek disabled sports people to come into school.	As required	PE Lead	All to have access to PE and be able to excel

Part 2: Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated with families when a pupil's specific needs are known.

Target	Strategies	Time-Scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors.	To create plans for individual disabled pupils as part of the SEND assess, plan do review process when required. Be aware of staff,	As required Induction and on-going if required	SENCO	Pupil passports in place for disabled pupils and all staff aware of pupils needs All staff and governors feel

	<p>governors and parents access needs and meet as appropriate.</p> <p>Through questions and discussions find out the access needs of parents/carers through newsletter.</p> <p>Consider access needs during recruitment process.</p>	<p>Annually</p> <p>Recruitment process</p>	<p>Headteacher</p> <p>Headteacher</p>	<p>confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>
<p>Layout of school to allow access for all pupils to all areas</p>	<p>Consider needs of disabled pupils, parents/carers or visitors when considering any re-design</p>	<p>As required</p>	<p>Head/Governors/ Business Manager/ School Surveyor</p>	<p>Re-designed buildings are usable by all whenever possible</p>

Ensure access to reception area to all	<p>Improve access to reception area during any re-design</p> <p>Entry system for wheelchair users</p>	Consider in any new development	Headteacher/ Business Manager/Site Manager	Disabled parents/carers/visitors feel welcome
Ensure all disabled pupils can be safely evacuated	<p>Put in place 'Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.</p> <p>Develop a system to ensure all staff are aware of their responsibilities.</p>	<p>As required</p> <p>Annually in September</p>	<p>SENCO</p> <p>SENCO</p>	All disabled pupils and staff working alongside are safe in the event of a fire.
Ensure accessibility of access to IT equipment	<p>Alternative equipment in place to ensure access to all hardware including hall.</p> <p>Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils.</p>	<p>On-going and as required</p> <p>Software may be required</p>	ICT Lead	Hardware and software available to meet the needs of children as appropriate.

All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access.	On-going and as required and as appropriate	LA	All disabled staff, pupils and visitors able to have safe, independent access
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Part 3: Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Time-Scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in 'simple' English. School office will support and help parents to access information and complete school forms.	During induction On-going	SBM Office Staff	All parents/carers receive information in a format that they can access

	Ensure website and all documents accessible via the school website can be accessed by the visually impaired.	Current	ICT Leader	All parents/carers understand what are the headlines of the school information
Improve the delivery of information in writing in appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information.	On-going	SENCO	Staff produce their own information
Annual review information to be as accessible as possible.	Develop child-friendly review formats.	On-going	SENCO	Staff more aware of pupils preferred method of communication
Languages other than English to be visible in the school	Some welcome signs to be multi-lingual	On-going	Inclusion Team	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters, to be considered and offered if possible	As required	Inclusion Team	Pupils and/or parents/carers feel supported and included

Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information.	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via school website.	On-going On-going	Inclusion Team	All can access information about the school
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8. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing committee.

9. Links with other policies

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

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