



*Lawley Primary School*

*Discovery unites us!*

*Planting the seeds, growing the future*

## Accessibility plan

<b>Approved by:</b>	Full Governing Body	<b>Date:</b> 03/07/2024
<b>Last reviewed:</b>	April 2024	
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### 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.

Lawley is an inclusive school. We aim to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the community fairly and with respect. Wherever possible, we take reasonable steps to avoid placing anyone at a substantial disadvantage. This involves providing access and opportunities for all pupils without discrimination of any kind.

**Lawley School Vision - Planting the Seeds, Growing the Future - is based on the two key principles of:** Encouraging better learners and developing lifelong learners.

### Values

We are clear about the values we wish to promote in our school. They are:

**Happiness, Respect, Courage, Friendship and Responsibility.** They were adopted as a result of a consultation involving a wide range of stakeholders (including pupils), which produced a list of values that are not dependent on race, culture, class or religion, and from which the five core values were chosen.

### Mission statement

Our Mission statement: **The Best We Can Be!** At Lawley Primary School we strive to provide an environment in which **every child** can be cared for spiritually, morally, socially, culturally, intellectually, and physically, allowing everyone to be the best that they can be. We are committed to giving every one of our children every opportunity to achieve the highest of standards. We do this by taking account of all pupils' varied experiences and needs. We offer a broad and balanced curriculum and have high expectations of all of our children.

The purpose of this plan is to show how Lawley Primary School intends, over time, to increase the accessibility of our school for disabled pupils, parents and carers, staff and visitors to the school and should be read in conjunction with our school's other policies and procedures. Our accessibility plans are designed to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take advantage of education and school facilities and services
- Improve availability of accessible information to disabled pupils

- Ensure disabled children or families are not at substantial disadvantage

This plan will be made available online on the school website, and paper copies are available upon request.

To support our aims, our school is 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.

The school works in partnership with the Local Authority Building Surveyor to ensure all changes to the school environment increase access for any disabled pupils who may attend our school in the future. The school has one member of staff with disabilities, and she has been consulted about the accessibility of the school.

In addition to our generic admission arrangements, as a school, we take into account the specific needs of individuals including those with a disability.

Pupils with disabilities will have equal access to appropriate learning opportunities, which take into account individual needs and disabilities.

As a school we will facilitate access to the specialist support services when appropriate and necessary.

Presently we have 3 disabled toilets, a disabled parking bay, wide access doors to all blocks including the main entrance and ramps to access different areas outdoors (to the field and around the new block).

Advice on additional provision will be sought when necessary.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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. Targets and Outcomes**

**During the academic years 2024 – 2027 we intend to:**

### **Strand 1: Curriculum**



### **Further ensure access for disabled pupils to the curriculum.**

Ensure our school offers adaptations within lessons to enable all pupils access to the learning.

Use resources tailored to the needs of pupils who require support to access the curriculum.

Curriculum resources to include examples of people with disabilities.

Curriculum progress is tracked for all pupils, including those with a disability and barriers to be addressed in a timely manner.

Targets set effectively and are appropriate for pupils with additional needs.

The curriculum is reviewed to ensure it meets the needs of all pupils.

Continue to enhance and support communication friendly classrooms.

Expand our knowledge of supporting neurodiverse children reflect the numbers of children joining our school.

### **Strand 2: Physical Environment**



#### **Improving access to the physical environment.**

Highlight staff purchasing decisions and refurbishment to consider accessibility.

Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary.

### **Strand 3: Information**



#### **Improving the delivery of written information to disabled pupils**

Continue to improve the delivery of written information to pupils, staff, parents and visitors with disabilities: examples might include hand-outs, widget supported visual prompts, newsletters. This information will be made available in different preferred formats.

Staff supporting parents/carers to read information and assist with completion of forms etc where necessary.

#### 4. Action plan

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

Accessibility Plan		Further ensure access for disabled pupils to the curriculum.			
Strand 1					
Aim	Current good practice	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Liaise with pre-school providers and parents at the earliest opportunity to review potential intake for September.	<p>The EYFS Manager leads Hub meetings termly with pre-school providers ensure that there is a good relationship between these and school.</p> <p>Early contact between school and EYLSAT.</p> <p>EYFS teachers visit all pre-school settings if possible. Where this is not possible, contact is made via phone.</p> <p>SENDCO accompanies EYFS teacher to visit pupils on the SEND register to support a smooth transition.</p> <p>EYFS teachers visit parents and child at home (can be completed virtually)</p> <p>Meetings arranged with EYFS teachers and SENDCo for parents of new intake with health or disability difficulties.</p> <p><i>This has been highlighted by Telford and Wrekin attendance team as excellent practice.</i></p>	<p>Continue good practice each year to support transition.</p> <p>Any modified timetables to be completed as required for new pupils starting school. Led by EYFS lead and SENDCo.</p> <p>Resources to be created and implemented to support new starters as required.</p>	<p>EYFS lead</p> <p>EYFS lead</p> <p>EYFS teachers/SENDCo</p> <p>EYFS teachers</p> <p>EYFS teachers/SENDCo</p>	<p>Termly</p> <p>As required</p> <p>Summer term</p> <p>Summer term</p> <p>Summer term</p> <p>Summer term</p>	<p>Smooth transition for SEND/disabled pupils.</p> <p>All staff are aware of pupils' needs.</p> <p>Parents feel supported in the transition to a new setting.</p> <p>Resources made and implemented to support access to a new setting and new learning.</p>
Ensure full access to the curriculum for pupils with a disability.	<p>Our school offers an adapted curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the</p>	<p>Continuous:</p> <p>Learning walks</p> <p>Classroom observations</p> <p>External observations from LA/outreach</p>	<p>SLT/SENDCo</p> <p>SENDCo</p> <p>SENDCo</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Pupils have access to resources that support their progress through lessons.</p>

	<p>curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>services as required/requested</p> <p>Consultations with educational psychologist</p> <p>Regular LSAT input as required</p> <p>School support maps</p>	<p>SLT</p> <p>SENDCo/CT</p>	<p>On-going</p> <p>On-going</p>	<p>Pupils make expected progress.</p>
<b>Accessibility Plan</b>	<b>Improving the physical environment</b>				
<b>Strand 2</b>					
<b>Aim</b>	<b>Current good practice</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<p>Develop and maintain access to the physical environment.</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Corridor width</li> <li>• A disabled parking bay</li> <li>• Disabled toilets and changing facilities</li> <li>• Outdoor ramp to upper playground</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Specialist/adapted furniture</li> <li>• Enhanced Access Control including automatic door and door entry pads.</li> <li>• Walkways around the school are kept clear of hazards.</li> </ul> <p>School business manager walks around the school site to ensure safety.</p>	<p>SENDCo to walk around with business manager to review</p>	<p>Business manager</p> <p>SENDCo</p>	<p>On-going</p>	<p>For all pupils and staff to be able to move around outside the building easily and safely.</p> <p>Accessibility to the top playground via ramp.</p> <p>Available facilities for SEND pupils.</p> <p>Library books accessible.</p> <p>The school looks smart and well-cared for.</p> <p>Corridors clear of obstructions</p>

Accessible car parking	Disabled members of staff and visitors have a place to park in the staff car park near the main entrance.	Objective met	SLT	On-going	There is a place for disabled members of staff and visitors to park throughout the school day.
Ensure there are enough fire exits around school that are suitable for people with a disability.	<p>Ensure staff are aware of need to keep fire exits clear.</p> <p>Annual fire training.</p> <p>Fire marshals appointed for each area in school.</p> <p>Clear signage</p>	Objective met	Business manager	On-going	<p>All disabled personnel and pupils have safe exits from school.</p> <p>Clear, well displayed signage available, and the school is accessible for all. The school looks well-cared for and smart.</p>
<b>Accessibility Plan</b>	<b>Improving the delivery of information to disabled pupils</b>				
<b>Strand 3</b>					
<b>Aim</b>	<b>Current good practice</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Ensure close liaison with outside agencies for pupils with on-going health needs.	<p>SENDCo, class teachers and TAs continue to liaise regularly with parents and health providers e.g., Speech and Language Therapists, School Nurse Service, Occupational Therapists to support meeting the needs of pupils.</p> <p>School ensures that information provided by health professionals is disseminated to appropriate staff.</p> <p>Staff training in managing asthma and anaphylaxis takes place at least annually for all staff.</p> <p>Other training for specific health issues is arranged and attended by appropriate staff as necessary.</p> <p>All classes have up to date information about children with health issues.</p> <p>Children with health issues have individual risk assessments and evacuation plans where</p>	Engage in ELSEC programme 2024 – 2025 (SALT support)	SENDCo, medical lead (FS), SLT, CT	On-going	<p>Effective communication between services.</p> <p>All staff to be aware of pupils most up-to-date assessment of needs.</p>

	needed.				
Ensure accessible delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Individual iPads</li> <li>• Trained support staff</li> </ul>	Continue to explore and promote the use of symbols and introduce key Makaton signs to support communication around school.	SENDCo, CT, Tas	On-going	<p>Pupils will have a voice.</p> <p>Pupils will be able to communicate their wants and needs.</p> <p>Pupils will engage effectively in lessons.</p>



## **5. 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 Body and the Headteacher.

## **6. Links with other policies**

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

- Risk assessment policy
- Health and Safety policy
- Teaching and Learning policy
- Admissions policy
- Anti-bullying policy
- Equality Information and Objectives Policy
- Special Educational Needs (SEN) information report
- Supporting pupils with medical conditions policy
- Disability provision statement