



Accessibility Plan

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Signed: _____

Jo Hunter - Chair of Governors

Loving – Learning - Thriving

Lanesend Primary School

Accessibility Plan

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

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 and our school values of 'Loving Learning: Pride – Belonging - Respect' underpin our commitment to promoting equality and inclusion for all.

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, including the Trust and the Isle of Wight Council.

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.

2: Legal Framework

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3: Monitoring Arrangements:

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Head Teacher. Local Governing Body.

It will be approved by the Local Governing Body.

4: 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
- SEND policy
- Supporting pupils with medical conditions policy

5: Action Plan

Aim	Current Good Practice	Objectives	Actions	Date	Responsibility	Success Criteria
To ensure a smooth transition for new pupils.	<ol style="list-style-type: none"> Children who may need adapted or additional provision are identified. Transition arrangements are in place with both pre-schools and families, including a possible home visit. Communication with previous schools and families 	<ol style="list-style-type: none"> To provide the best possible transition to Reception Class. To provide a robust and comprehensive transition offer for all new YR children. To provide a smooth transition to school. 	<ol style="list-style-type: none"> Liaise with pre-school providers and families to prepare for the new intake of children into Reception each year. Organise and advertise the transition offer. Liaise with previous schools and families 	Throughout the year and by September	EYFS Lead / SENCO EYFS Lead / SLT FLO	Appropriate provision is set in place ready for when the children start school.
To ensure that policies reflect inclusive practices and procedures	New and revised policies are considered carefully for inclusive practices and procedures	To comply with the Equality Act 2010	Review policies to ensure that they reflect inclusive practice and procedure.	Ongoing	Governors and Headteacher	All policies clearly reflect inclusive practice and procedure
To maintain close liaison with families so that provision continues to be appropriate	Families share information promptly as needed	To ensure that provision continues to be appropriate	Relationships are supported and valued	Ongoing	TAC Team SENCO	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews
To establish and maintain close liaison with outside agencies for children with additional needs.	The advice and views of outside agencies is sought as appropriate	To ensure collaboration between all key personnel	Communication is timely, clear and appropriate	Ongoing	TAC Team SENCO Teachers LSAs	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning.

<p>To increase access to the curriculum for pupils with a disability</p>	<ol style="list-style-type: none"> 1. An adapted curriculum is in place for all pupils. 2. We use resources tailored to the needs of pupils who require support to access the curriculum 3. Curriculum resources include examples of people with disabilities 4. Curriculum progress is tracked for all pupils, including those with a disability 5. Targets are set effectively and are appropriate for pupils with additional needs 6. The curriculum is reviewed to make sure it meets the needs of all pupils 	<ol style="list-style-type: none"> 1. To ensure that all pupils can access the curriculum. 2. To provide specific resources to pupils who need them. 3. To ensure that there is good representation across the curriculum 4. To monitor and put actions into place as needed to ensure good progress 5. To ensure that pupils with additional needs make good progress 6. To ensure that the curriculum is appropriate for all of our pupils 	<ol style="list-style-type: none"> 1. Monitoring to ensure appropriate curriculum is in place 2. Monitoring to ensure appropriate resources are in place 3. Curriculum resources will be sourced and audited to ensure good representation 4. Progress and achievement will be tracked 5. Appropriate targets are set. 6. The curriculum is reviewed regularly 	<p>Ongoing</p> <p>Ongoing</p> <p>Annually</p> <p>Termly</p> <p>Annually</p> <p>Termly/ Annually</p>	<ol style="list-style-type: none"> 1. Subject Leaders and ELT 2. Subject Leaders, ELT, SLT and SENCO 3. Subject Leaders 4. Subject Leaders and ELT 5. ELT and teachers 6. Subject Leaders and Teachers 	<p>Pupils with disabilities have excellent access to the curriculum as barriers have been addressed</p>
<p>To ensure full access to the 'hidden' curriculum for all pupils</p>	<ol style="list-style-type: none"> 1. All school visits and trips are accessible to all children as much as possible. 2. Enrichment clubs are accessible to all 	<ol style="list-style-type: none"> 1. To ensure that all pupils are able to access visits and trips 2. To ensure that all pupils are able to access enrichment clubs 	<ol style="list-style-type: none"> 1. Venues and transport are vetted for suitability and guidance is in place to make trips accessible 2. Additional staff are put into place to support as needed wherever possible 	<p>Teachers Enrichment Leader</p> <p>Enrichment leader</p>		<p>All children are able to access all school trips and take part in a range of enrichment activities.</p>

	children as much as possible					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Parking available near to the school entrance. • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	To ensure that all areas of the school can be accessed by all, whatever disability may be present	The physical environment will be regularly reviewed and adapted as needed to meet the needs of all members of the school community	As needed	Site manager SENCO	The environment is adapted to the needs of pupils appropriately.
Improve the delivery of information to pupils with a disability	<ol style="list-style-type: none"> 1. Internal signage and displays are considered to avoid over-stimulation and to ensure that print is large enough to be read 2. Pictorial or symbolic representations are used for support eg visual timetable 	To enable improved access to written information for children, families and visitors	Create and offer information in alternative formats as needed	As needed	SLT SENCO	Appropriate considerations and reasonable adjustments have been made