



*'Believe, Achieve, Be Proud'*

# Lyngford Park Primary **Accessibility Plan**

Annually reviewed by SLT and Governing Body.

Updated: March 2023

Signature *N.Arnold*

Headteacher

Date: March 2023

Signature F.Forsyth

Chair of Governors

Date: March 2023

## **Section 1:**

### **Purpose of the Plan**

The purpose of this plan is to show how Lyngford Park Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Lyngford Park Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

### **School is committed to ensuring equal opportunity for all pupils and is an inclusive school.**

- All pupils have a right not to be discriminated against.
- Pupils with a disability will have the same access to services and opportunities as non- disabled pupils.
- Their skills, experience and contribution will be valued and given equal recognition and respect.
- Services and opportunities for all pupils will promote and support building independence. These will be child centred working towards the individuals own targets.

### **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.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### **Legal Background**

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;

- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

### **Documents and policies**

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum statement
- Equal Opportunities Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour and Wellbeing Policy
- School Development plan

The Complaints procedure covers the Accessibility plan.

### **Training**

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

### **Plan Availability:**

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the school office

### **Review and Evaluation:**

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Lyngford Park Primary School will address the priorities identified in the plan. The plan is valid for three years 2023 – 2025, and reviewed annually.

### **Section 2: Aims and objectives**

Our aims are to:

- Increase access to the curriculum for pupils with a disability

- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The tables, in the subsequent pages, set-out how the school will achieve these aims.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and longterm objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<b>To increase access to the curriculum for pupils with a disability</b>	Lyngford Park offers an adapted curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.	Ensure that staff have access to required training / CPD relevant to their specific role(s)	-Audit of staff CPD needs for relevant staff (dependent on identified needs within cohorts). -Identify and action relevant CPD opportunities (courses, visiting professionals, setting visits etc.)	Headteacher SLT SENDCo	Ongoing	Staff feel confident, and are appropriately skilled, to fulfil their roles to a high standard.
		Access to / provision of relevant specialist learning resources	-Identify any resourcing gaps or areas where resources could be improved -Source and supply identified resources to linked class / staff member.	Head Teacher SLT SENDCo	Ongoing dependent upon pupil needs	The specific resourcing needs of individual pupils are addressed.

		Tailoring of learning activities (including PE / sport) to ensure that pupils with disabilities can fully access the planned learning	-Provide advice and support to Sports specialist/ class teachers / LSAs (including accessing advice from advisory teachers / external practitioners).	Headteacher SLT SENDCo	Ongoing	All learning activities are tailored so that all pupils access and fully participate.
<b>To further develop provision for pupils with social, emotional and mental health difficulties</b>	DSL/MHL has undertaken a range of relevant CPD activities / courses. General staff input regarding ACEs (Adverse Childhood Experiences) to raise awareness. Using the THRIVE and ELSA program to support the individual needs of children. Good track record of signposting to, referring for access, to relevant support bodies.	To raise staff awareness of social, emotional and mental health needs and ensure that there are sufficient numbers of trained staff so that provision meets need.	-Complete general CPD and periodic information sharing sessions with teaching / TA staff. -To provide targeted CPD for identified staff through courses, visiting professionals, setting visits etc.	Headteacher SLT SENDCo	Ongoing	General staff awareness is high and provision available to pupils is matches demand

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<b>Improve the delivery of written information to pupils</b>	<p>Access to enlarged texts, scribes etc. for visually impaired pupils</p> <p>Use visual timetables and calendars.</p> <p>Use of dual coded mats and other visual aid supports to prompt and relay information to pupils with visual / processing difficulties and new to English EAL pupils. Tailored resources such as RNIB, National accessible library, Incompetech graph paper and RWI books and if required for older readers overlays used for dyslexic pupils.</p> <p>Use of CIP (Communication in Print) Widgit symbols, communication cards (Twinkl) to indicate key amenities in shared areas and in relevant classrooms.</p>	<p>To ensure that pupils who may have additional needs that impact upon their ability to access written information are effectively and efficiently identified.</p>	<p>-To raise staff awareness of the key indicators of need and process for flagging to SENDCo (revisit regularly in staff meetings).</p> <p>-To undertake screening of pupils who may have needs, particularly at the beginning of the academic year and for new joiners.</p> <p>-To provide all required resources (overlays, modified texts etc.) to classes where need arises.</p> <p>-To liaise with parents in regards to actioning optometry checks (where concerns arise) and action any recommendations.</p>	<p>SENDCo</p> <p>Signpost by Teachers/TAs</p> <p>-Action SENDCO</p> <p>-SENDCo</p> <p>-SENDCo / Teachers</p>	<p>Annually</p> <p>Likely annually (as required)</p> <p>As required</p> <p>As required</p>	<p>Pupils' needs are identified and assessed in a timely manner.</p> <p>Appropriate resources are provided, and modifications made, so that barriers to pupils accessing pupils' written information are removed.</p>

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<b>To improve and maintain access to the physical environment</b>	A small number of pupils with SEND / disabilities have specific equipment and setting arrangements which have been implemented and then tailored / developed over time.	It important to ensure that there is an effective handover when a pupil changes year groups to ensure their new learning environment is tailored to their needs and that the transition is smooth.	Arrange handover meetings between the child's key worker(s) and current / new class teacher. Consider the layout of the classroom environment to ensure accessibility and make required changes ahead of the transition date.	SENDCo Class Teachers SEND TAs	Summer Term 6 (annually)	Receiving teacher / TA are able to tailor learning environment and resources and ensure a smooth transition.
	Survey evidences that parents find school site easy to access and use. Feedback identifies that parents with hearing difficulties can struggle to hear at school events and parents' meetings.	To ensure that the school campus and events are fully accessible and appropriate for parents / visitors who have hearing difficulties.	To consider the specific issues raised within the parent audit (security buzzer / speaker and acoustics at school events such as assemblies and parents' evenings) and make necessary / appropriate changes.	Head Teacher  Class Teachers	Event by event basis (ongoing)	School campus and events will be equally accessible to parents / visitors who have hearing difficulties.

### Section 3: Access Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
<b>Number of storeys</b>	Single storey. Fire exit access / entry to all classrooms. Entrance hall has sloped entry / exit. Majority of other exits have small ledges. Building is wheelchair accessible.	Review access arrangements regularly.	Head Teacher	Annual
<b>Corridor access</b>	All corridors are accessible for wheelchairs and wide enough for manoeuvre. Corridor from hall to library space is narrower and could be harder during busier times and more congested.	Corridors to be tidy and free from obstructions. Hall-library corridor traffic to be monitored and any issues reported.	All school staff	Ongoing
<b>Fire alarms</b>	Currently auditory alarm in place. Alarm functions well and is serviced and maintained to a good standard. Regular fire evacuation practices and testing of the alarm system.	If fire alarm requires updating replacing then investigate the cost of installing visual fire alarms to key areas of the school.	Head Teacher F&R Committee	Weekly checks
<b>Doors</b>	Some classroom and corridor doors have clear glass window panes at sitting height (safety glass)-this means wheelchair users can see through the glass from a sitting position (and be seen). Most classes open plan and low windows all around the classroom. Toilet doors are solid as is the disabled and adult toilets.	If doors are replaced then consider accessibility issues when selecting new units.	Head Teacher F&R Committee	Annual checks
<b>Emergency escape routes</b>	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Head Teacher F&R Committee	Spring 2023