



'Believe. Achieve. Be Proud'

Lyngford Park Primary

Accessibility Plan

Annually reviewed by SLT and Governing Body.

Updated: September 2024

Reviewed: September 2026

Reviewed by: Headteacher. Mr Arnold

Date: September 25

Reviewed by: Chair of Governors Mrs Forsyth Date: September 25

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:

- α. 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 2024-2026. It is 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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and longterm objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To increase access to the curriculum for pupils with a disability	Lyngford Park offers a differentiated/adapted curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum e.g. visual timetables, writing slopes, wobble cushions, Ipads	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/ Deputy SENDCo	Annually or dependent on needs that enter school mid-year.	Staff feel confident, and are appropriately skilled, to fulfil their roles to a high standard.
	• Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability	Provision is provided based on individual needs.	-Identify any resourcing gaps or areas where resources could be improved -Source and supply identified resources to linked class / staff member.	Head Teacher/ Deputy SENDCo	Annually or dependent on needs that enter school mid-year.	The specific resourcing needs of individual pupils are addressed.

• Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils	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 PE lead SENDCo	Annually or dependent on needs that enter school mid-year.	All learning activities are tailored so that all pupils have access and fully participate.
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Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Braille (if required) • Pictorial or symbolic representations. • Access to enlarged texts, scribes etc. for visually impaired pupils • Use of visual aids to prompt and relay information to pupils with visual / processing difficulties and new to English EAL pupils. • Tailored resources such as RNIB and National accessible library	Ensure parents of pupils with disabilities are fully informed about their child's needs, welfare and progress	• Regular Personalised plan reviews with parents and staff • Open-door policy for parents wanting to meet with staff • Annual report and mini reports/meetings to parents for consultations • Signpost external information/agencies	Headteacher/ Deputy SENDCo	Annually or dependent on needs that enter school mid-year.	Parents will feel fully informed about their children Parents and staff will work together to agree next steps at home and school
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To improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Lift • Corridor width • Disabled toilets and changing facilities • Relevant resources at wheelchair accessible height	Enable accessibility by installing handrails, improving toilets, adapting furniture as required	Complete surveys and audits to ensure individual needs are met as well as developing an inclusive ethos for future works	SLT Site manager	Annually or dependent on needs that enter school mid-year.	Pupils with disabilities have full access to all parts of the school and feel welcome
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Section 3: Access Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	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

Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre. Corridor from hall to nurture room is narrower and could be harder during busier times and more congested.	Corridors to be tidy and free from obstructions. Hall-nurture room corridor traffic to be monitored and any issues reported.	All school staff	Annual
Fire alarms	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 Care taker	Annual
Doors	Some classroom and corridor doors have clear glass windowpanes 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 Care taker	Annual
Emergency escape routes	Is clearly displayed throughout school.	Continue to ensure signs are maintained. >Organise a review of current fire evacuation and emergency access signage and action any recommendations.	Head Teacher Care taker	Annual