

LINGEY HOUSE PRIMARY SCHOOL

HEADTEACHER: MRS C T WILKINSON



Accessibility Plan

Jan 2021 – Jan 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

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 are 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.

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.

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.

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. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</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>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Enable all children to make progress</p> <p>Children to become independent learners.</p> <p>Children are confident and resilient</p> <p>All staff make appropriate adaptations to include everyone</p>	<p>Teachers to act on advice from other professionals.</p> <p>Appropriate CPD</p> <p>Half-termly progress meetings with SLT.</p> <p>Purchase/adaptation of resources to meet the needs of all pupils</p>	<p>Class Teacher</p> <p>SENCO</p> <p>SLT</p>	<p>Ongoing</p>	<p>Assessment data to indicate progress</p> <p>Children are happy, motivated, confident and independent learners.</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> Ramps 	<p>Ensure access for all</p>		<p>SLT</p>		<p>Access to the physical environment for everyone</p>

	<ul style="list-style-type: none"> • Lift • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 					
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations • Makaton • Different coloured backgrounds when required 	<p>To promote access to learning</p>	<p>CPD for staff Acting on advice from other agencies i.e: EP, EYAIT, SALT, SENIT, HINT, LINT</p> <p>Acting in accordance with Single Plans (EHC Plan)</p>	<p>Class Teacher SENCO SLT TA support</p>	<p>Ongoing</p>	<p>Pupils with a disability will have equal access to information</p>

4. Monitoring arrangements

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

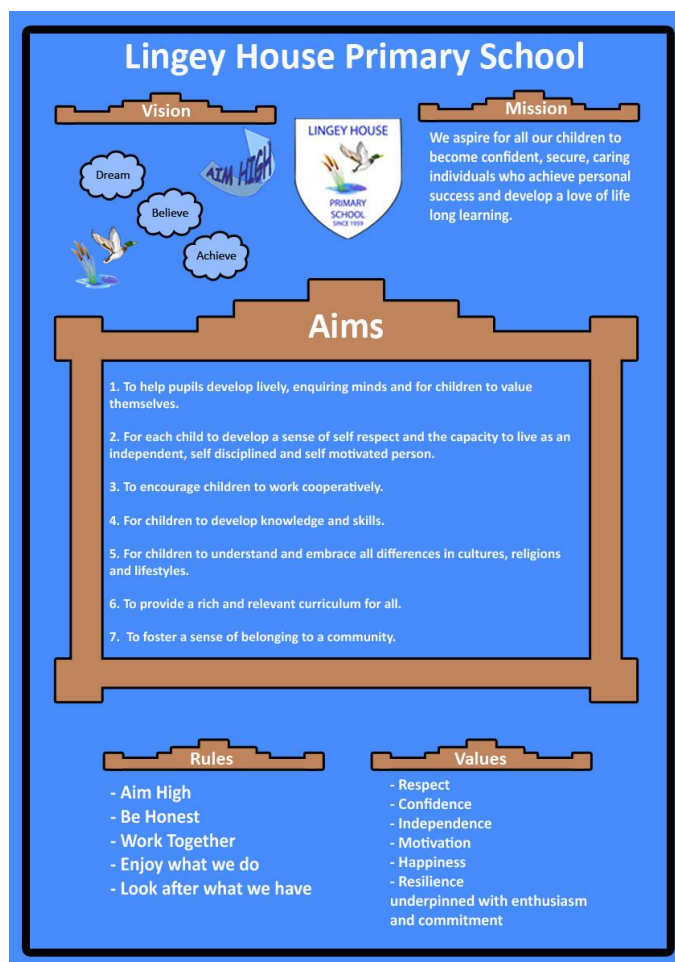
It will be approved by the Curriculum Committee on 27 January 2021

5. 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
- Curriculum Policy
- Special Educational Needs Policy

The accessibility policy is underpinned by the school ethos.



Written: January 2021

Review: January 2024

Approved by the Curriculum Committee on 27 January 2021

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>Main school is over two levels.</p> <p>Lodge is single storey and it has three steps as well as a ramp</p> <p>IT Suite is single storey. It has two steps (with 2 x two level) handrails as well as a ramp which slopes away in one direction.</p>	<p>Lift is already in place. A servicing agreement in place (3 monthly).</p> <p>School to monitor and report back to EfA/consult with experts when new situation arises regarding the need for lower handrail to be installed to the inside central balustrade (to match handrail on outside of both sets of stairs).</p>	<p>GallifordTry FM/ Site Manager</p> <p>School staff/EfA/LA</p>	<p>Ongoing</p> <p>Ongoing</p>
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	ongoing
Lifts	There is a lift in the main school	Three monthly servicing by Kone	GallifordTry FM/ Site Manager	Annual

Parking bays	There are two accessible car parking spaces (with posts) installed next to the main entrance	School manages use of these parking spaces in the school car park.		
Entrances	Level drop off point at main entrance. Gate between nursery play area and Lower yard	N/A Gate is located on a steep slope. School to monitor and report back to EfA/consult with experts when new situation arises regarding the needs of a child with a disability. Governors and staff work closely with Local Authority/EfA.	Site Manager/School Staff/LA/EfA	Ongoing
Ramps	Ramp (in one direction) to the entrance of the IT suite. Ramp to the entrance of the Lodge	N/A N/A		
Toilets	Toilets are fully accessible, but it has been recommended that school needs to consider the prevention of lateral movement to the toilet seat. Alarm pull cords can easily get snagged on dropped down rails	Retaining toilet seat clips are not available for the toilets in school. EfA have advised school to monitor seat slips and report any incidents to GT Helpdesk. School to monitor and report to helpdesk any occasions when pull cord becomes tangled.	Site Manager/SLT/GallifordTry FM/EfA Site Manager/SLT/GallifordTry FM/EfA	Ongoing Ongoing

Reception area	Reception area is fully accessible for wheelchairs and wide enough to manoeuvre	N/A		
Internal signage	Signage in place to inform those with visual impairments and wheelchair users	Continue to ensure signs are maintained	Site Manager/SLT	Ongoing
Emergency escape routes	Routes are well labelled and displayed throughout the school	Continue to ensure signs are maintained	Site Manager/SLT	Ongoing