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**Lyminster Primary** **School**

Accessibility Plan

June 2025 – June 2027

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| **Approved by:** | SENDCO |  |
| **Last reviewed on:** | 23/06/2025 | |
| **Next review due by:** | June 2027 | |

**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; and
* 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.

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.

**Legislation & 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 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 ‘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.

**Action Plan**

**1. Improving Access to the Physical Environment**

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| **Target** | **Action** | **Timescale** | **Responsibility** | **Outcomes** |
| To continue to ensure the school’s physical environment is accessible to all pupils and it fully meets their needs |  |  |  |  |
| Monitor access needs | Ongoing | SENDCo | All pupils can access the physical environment. New entrant applications have reasonable adjustments considered |
| Regular site management checks | Premises Manager – weekly  Governors - annually | Premises Manager & Governors respectively | Site is proactively managed to ensure safety, security and access. |
| Conduct an annual audit of school premises, taking into account the specific needs of current and prospective pupils | Annual – Summer 2 | School Business Manager, SENDCo, Premises Manager | Information collated by SENDCo and used to inform decision-making (supported by SLT) |
| To continue to ensure all disabled pupils can be safely evacuated. | All emergency routes are appropriately marked and maintained | Weekly | Premises Manager | Safe exit in the event of an emergency |
| Complete pupil specific Personal Emergency Evacuation Plans as and when required (PEEP) | As required | School Business Manager | Successful fire/evacuation drills  PEEPs completed and reviewed/ceased |
|  | Have in place generic evacuation plans for public events |  | School Business Manager |  |

1. **Improving Access to the Curriculum**

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| **Target** | **Action** | **Timescale** | **Responsibility** | **Outcomes** |
| To continue to ensure that teaching and learning meets the needs of all pupils through effective differentiation/ scaffolding. | Provide staff development and/or coaching on differentiation and scaffolding strategies in reading, writing and maths | Ongoing, based on monitoring and staff feedback | Headteacher, supported by Deputy Headteacher and Core Subject Leaders | Improved attainment for all pupils. |
| Develop the confidence of Teaching Assistants to support pupils with disabilities | Weekly TA Meeting that includes a training programme. | SENDCo | Teaching Assistants aware of how to deliver planned approaches  Improved understanding of strategies to overcome the barriers experienced by children  An opportunity to share good practice as a peer group |
| Ensure that foundation subjects are fully accessible, unhindered by core subject difficulties | Annual monitoring focus (Spring Term) | Foundation subject leaders, supported by Headteacher | Improved attainment for all pupils. |
| To continue to ensure all learning resources fully meet the needs of all pupils. | Provide age/need appropriate IT equipment | Ongoing maintenance of core IT hardware & software  Pupil need reviewed termly through ILPs | Class Teachers supported by IT Technician | IT software and hardware is provided, functional and accessible by all pupils |
| Provide staff development to teaching and support staff on specialist SEND software and resources. SENDCo to find out availability of assistive technology with Tom. | Ongoing (taking into account new technology and staffing changes) | SENDCo, supported by IT Technician | Assistive technology is available to all staff and pupils |
| Ensure all PE, sports and physical learning provision is accessible to all | Review and adapt children’s current access to PE, sports, enrichment and Early Years physical provision | PE Leader, EYs Leader supported by SLT | All children have appropriate access to physical learning provision, including sharing of resources across year groups for specific children for additional support |
| To continue to ensure off-site visits are appropriate and able to accommodate all children without disadvantaging them | Review appropriateness and suitability of each proposed off-site visit, including for individuals, small groups, classes or phases groups | Ongoing, as required | Educational Visits Coordinator, SENDCo, Headteacher | Educational Visits are accessible to all – including opportunities to seek financial assistance |
| To raise awareness of disability issues. | Provide disability awareness training for all staff | Anaphylaxis Training (annually in September)  Diabetes training throughout the year  SALT training ongoing | SLT/SENDCo | Improved attainment for all pupils. |
| Incorporate disability awareness into new staff induction programmes | Ongoing | SLT | All new staff disability aware |

1. **Improving Access to Information**

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| **Target** | **Action** | **Timescale** | **Responsibility** | **Outcomes** |
| To ensure all information provided to pupils and parents is provided in accessible formats | Provide guidance to staff (including office staff) on dyslexia and accessible information | SENDCo delivered staff meeting and provides regular updates and feedback to staff on inclusion friendly classrooms. | SENDCo | Communications when monitored avoid ambiguous language  School office offers assistance to parents and carers with documentation completion and school app use |
| To ensure that all communication is sent out in plain English:  Using short sentences;  Active verbs;  Everyday English;  Personal reference words (“I”, “you”, “we”);  avoiding jargon, dyslexic friendly backgrounds to emails and texts | On-going | Office Staff,  SBM | Parents find communication clear |
| Seek feedback from parents on information needs | Annual parent/carer survey | Headteacher & Governing Body | Feedback is positive and any issues raised are dealt with quickly |
| Monitor website to identify broken links and ease of finding information | Annually, or as notified | Owner of website content | Links maintained. New website with improved orientation and signage |
| Ensure appropriate ownership of and access to personal information via Bromcom MIS, including access to PUSH notifications | Ongoing | School Business Manager, supported by IT Technician | Data protection is secure. |
| Ensure all teachers and teaching assistants are aware of SEND needs | Effective information sharing to support a good level of understanding of the best approaches to support children | Reviewed termly when agreeing ILPs | SENDCo | Create targets that will enhance pupils’ outcomes. |

The senior leadership team in consultation with the Governing Board will review this policy in-line with changes in legislation and to meet the needs of all users of the school as far as is reasonably practicable.