

The Lanes Primary School



Accessibility Policy and Plan

2023 - 2025

Aims

The Lanes Primary School is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone.

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

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.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Under the 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.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy and Objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision. 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.

Schools are required under the Equality Act 2010 to have an accessibility plan.

The Lanes Primary School Accessibility Plan will:

1. Increase the extent to which disabled pupils can participate in the curriculum.
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
3. Improve the availability of accessible information to disabled pupils.

The Accessibility Plan will be published on the school website and should be read in conjunction with the following school policies:

- SEND policy and information report.
- Teaching and Learning policy.
- Behaviour policy.
- School improvement plan.
- Equality
- Health and Safety
- Administering medicine policy

Current Range of Known Disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities and emotional difficulties. We have a small number of pupils who have physical disability needs.

Monitoring and reviewing

The Accessibility Plan will be monitored termly by governors. Link governors for Health & Safety will monitor the actions for improving physical access.

The school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on every three years. The Accessibility Plan will be published on the school website.

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The Accessibility Plan

Physical Environment

The Lanes Primary School is a two site primary school separated by a main road. The Meadow Lane site has 6 classes of Reception and Year 1 children. The Cator Lane site has 15 classes of Year 2 to 6 children. The staff work across both sites and children are well supervised if they move between sites.

Meadow Lane site

Meadow Lane site is a single storey building with narrow corridors and several access points from outside. The land upon which the school is built is flat. The building is accessible at all points to the playground and the main entrance is accessible to all. Doors within the building are wide and accessible for wheelchair users.

The back of the school has an Early Years Garden. This is accessible to all children as there is a ramp and a clear exit in case of a fire.

The school has internal emergency signage and emergency lighting. All escape routes are clearly marked. There is a disabled toilet within the main school building with handrails, emergency pull cords and a changing table.

There is no onsite parking for staff and visitors but parking is available in the pub next door in agreement with the management.

Cator Lane site

The Cator Lane site is a 2 storey building with an additional build to the front aspect for Year 2. The land upon which the school is built is flat. The building is accessible at all points to the playground and the main entrance is accessible to all. Doors within the building are wide and accessible for wheelchair users.

There are no lifts so all year groups have a class on the ground floor. The ICT suite is upstairs so alternative arrangements are made if necessary,

There are hearing loops in one classroom.

The school has internal emergency signage and emergency lighting. All escape routes are clearly marked.

There are two disabled toilets within the main school building with handrails, emergency pull cords, a shower and a changing table.

There is onsite parking for staff and parking for visitors is generally on the roads around school.

Curriculum

Improving teaching and learning is at the heart of the school's work. The school follows the National Curriculum and the Early Years Foundation Stage Curriculum. Through self-evaluation and continuous professional development (CPD), we aim to enhance staff knowledge, skills and understanding to promote outstanding teaching and learning for all children. We aim to meet every child's needs within mixed ability inclusive classes. Additional adult support and/or specific resources are used to enable pupils with additional needs to fully access the curriculum.

It is a core value of the school that all pupils are enabled to participate in fully in the broader life of the school including participation in clubs and educational trips/visits. Where appropriate, external advice and guidance is sought to help out

Information

Information about the school is generally in a written format. This can be provided in larger print if requested or a member of staff will go through the information with a parent/carer on a one-to-one basis. Information can also be accessed on the school website.

Management, co-ordination and implementation

The governors and the senior leadership team (including the SENCO) will consult with outside agencies and the Local Authority if and when new situations regarding children with disabilities arise

Improving Access to the Physical Environment

Priority	Lead	Action	Resources	Outcomes
Maintain safe access to the exterior of the school sites.	HT/JG	Ensure pathways are clear around the outside of school, well lit, gritted, etc Daily inspections.	As needed	All people can move easily around the school site.
Maintain safe access to the interior of the school sites.	HT/JG	Regular inspections to ensure that flooring, furniture, stairs, cloakrooms, corridors are safe. Take remedial action as necessary.	As needed	All people can move around the sites easily.
School is aware of the access needs of disabled children, staff, parents/carers and visitors.	SENCo/HT	Create access plans and risk assessments as needed. Consult with parents and outside agencies. Ensure that a downstairs classroom is available at CL site in case of need (accident etc) Ensure that information is collected and shared with key staff. Ensure that signage is clear and accessible to all. Ensure that appropriate support and equipment is offered to staff as needed to enable them to continue to work. Liaise with Occ Health and Access to work. Ensure flexibility in working times and responsibilities if necessary.	Risk assessments Equipment as needed.	Individual plans are in place and are shared. Adjustments are made as needed. Parents and children feel supported. Staff are supported to be in work.
Ensure that all disabled children can be evacuated safely.	HT SENCo/JG	Ensure that Personal Emergency Evacuation Plans for pupils when appropriate. Ensure that ramps are in good condition. Ensure that designated staff are trained and aware of their responsibilities. Regular evacuation practices (known and unknown)	PEEP forms As needed	All children can be evacuated safely if needed.
Maintain disabled toilet and associated equipment.	HT/JG	Keep toilet tidy, stocked with equipment. Ensure that changing table is safe and well maintained. Liaise with services as necessary.	As needed	All people can access good facilities in school.
Ensure that outdoor play equipment is accessible to all.	HT/SENCo	Review outdoor equipment and purchase new equipment that is accessible. Review with staff and children regularly. Review with SEND perspective – do we need bespoke equipment?	Funding for equipment.	All children can use equipment safely and with confidence.

To ensure that trips and experiences are accessible to all.	HT/SENCo	Review plans and risk assessments for trips and Residential to ensure that access can be arranged as necessary. Liaise closely with parents/carers in good time to ensure that plans are agreed and that reasonable adjustments can be made. Site visits undertaken by designated staff prior to visits. Broker support from LA and particular venues as appropriate.	Resources for trips as needed Extra adult support	All children can access trips and opportunities in and out of school. Reasonable adjustments are in place.
To include positive images of disability in assemblies and the curriculum.	RSHE team	Use of resources and contexts to promote positive images of disability. Disability equality issues are incorporated into the RSHE curriculum. Celebrate and value events – Paralympics, Invictus games, Downs syndrome day, Neurodiversity weeks, etc	Resources as needed.	Resources reflect a positive images of disability. Children have increased knowledge and understanding and are kind and respectful.

Improving Access to Information

Priority	Lead	Action	Resources	Outcomes
To provide information that is accessible and easily understood by all.	HT/All staff/ Governors	Review school information is understood by all stakeholders. Provide letters and information in alternative formats if necessary. School staff to assist parents/carers to access information and to complete forms and documentation. Ask parents about how they would like to access information. Use school website to communicate information to stakeholders. Translate facility available. Take care when writing letters to avoid jargon and complex language. Communication to be checked by HT/office staff. Invite parents into school if difficulties persist to work together to improve communication. Contact forms to be reviewed to ensure that people can flag up any additional needs.	Resources and translators/a dditional equipment as needed.	Stakeholders can access and understand information and communication is effective. Questionnaires show that communication is good.

