



Lyme Community Primary School



Accessibility Policy and Plan

Article 23

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

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 accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

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.

The school supports any available partnerships to develop and implement the plan.

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.

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.



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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.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Objectives

As a school we plan to ensure the accessibility of provision for all pupils, staff and visitors to the school.

The Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually. It will contain relevant actions to:

- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities.



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Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<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 resources include examples of people with disabilities.</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>	<ol style="list-style-type: none"> 1. Audit of pupil needs and staff training to meet those needs. 2. All extra-curricular activities are planned to ensure, where reasonable, the participation and independence of all pupils. 3. Training for awareness raising of disability issues. 	<ol style="list-style-type: none"> 1. Review the specific needs of pupils and staff as appropriate. 2. Review all out-of school provision to ensure compliance with legislation. 3. Provide training for staff, governors, pupils and parents as appropriate. 	<p>All staff</p> <p>DHT</p> <p>SLT</p>	<p>Ongoing</p>	<ol style="list-style-type: none"> 1. All school activities are accessible to all. 2. Extra-curricular activities are accessible to all. 3. Community will benefit by a more inclusive school and social environment.
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> *Wheel-chair accessible lift *Hand rails on both sides of all stair cases *No raised access in any areas of the school, including the school hall, all classrooms and group rooms and to all outside areas *Appropriate door widths *Disabled access toilet and shower room *Disabled parking facilities 	<ol style="list-style-type: none"> 1. Audit of provision – meeting the needs of the current school cohort. 2. Health and safety audit – compliance. 	<ol style="list-style-type: none"> 1. Review of the physical environment on a regular basis when inducting new children into school. Acting on advice from other professionals to meet the needs of all children. 2. Annual health and safety check of school building, fixture and fittings e.g. lift safety check. 	<p>SLT/ Caretaker</p>	<p>Ongoing</p>	<ol style="list-style-type: none"> 1. Physical environment meets the needs of all children. 2. Physical environment is compliant with health and safety requirements.



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Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<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> <p>Visual impairment *Colour-coded doors and corridors to meet to needs of the visually impaired</p> <p>Hearing impairment *Access to a hearing loop *Personalised FM system (microphone/hearing aids)</p> <p>Communication and interaction needs, including personalised learning approaches *Visual timetables *Personalised learning *Now, next, then boards *Sensory boxes; allocated sensory time; sensory resources such as cushions *Play therapy *Writing aids e.g. left-handed pens, writing slopes, pencil grips *Large font books *Coloured overlays *Gross and fine motor skills programmes *Sensory programmes *Pictorial/symbolic representations</p>	<p>1. Availability of written material in alternative forms when specifically requested.</p> <p>2. Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.</p>	<p>1. The school will make itself aware of the services available for converting written information into alternative formats.</p> <p>2. The school will access translation through liaison with EAL services. Review all current school publications and promote the availability in different formats when specifically requested.</p>	<p>SLT</p>	<p>Ongoing</p>	<p>Delivery of school information to parents and the local community improved.</p>



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Monitoring arrangements

It is the role of the Governing Body to monitor and review the policy in the school. This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. The policy will be promoted and implemented throughout the school.

Created: March 2017

Reviewed and agreed by Governing Body: January 2020

To be reviewed: March 2021

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