

Lyme Community Primary School



Accessibility Plan

Created in collaboration with our legal expert

Date policy last reviewed: March 2022

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

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As we are a UNICEF Rights-Respecting School, the following articles link to this policy:

ARTICLE 1 (definition of a child) The rights set out in the United Nations Convention on the Rights of the Child (UNCRC) apply to everyone under the age of 18.

ARTICLE 2 (non-discrimination) The rights set out in the UNCRC apply to every child whatever their race, colour, gender, language, religion, ethnicity, disability or any other status.

ARTICLE 3 (the best interests of the child) In all decisions and actions that concern children, the best interests of the child shall be a primary consideration.

ARTICLE 4 (implementing the UNCRC) The state must do all it can, through passing legislation and creating administrative systems, to promote and protect children's rights.

ARTICLE 12 (respect for children's views) Every child has the right to express their views on matters that affect them, and for these views to be taken into consideration.

ARTICLE 13 (freedom of expression) Every child has the right to find out and distribute information and to express their ideas – through talking, writing, art or any other form of expression.

ARTICLE 23 (disabled children) Disabled children have the right to enjoy a full life, with dignity, and to participate as far as possible in their community. The government should support disabled children and their families.

Aims of the Accessibility Plan

This plan outlines how Lyme Community Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed **every three years** to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

[New] The Accessibility Audit

The governing board will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of the curriculum	Headteacher, teachers, SENCO	Spring 2022	Leadership and teaching staff are aware of the accessibility gaps in the curriculum through conducting Equality Impact Assessments	Summer 2022
	Staff members do not have the skills to support pupils with SEND	INSET provided to staff members Training for teachers on differentiating the curriculum	Headteacher, external advisors, SENCO	Summer 2022	Staff members have the skills to support pupils with SEND through regular training opportunities	Autumn 2022
Medium term	Extra-curricular activities, including school trips do not consider pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	Spring 2022	Planning of extra-curricular activities and school trips considers pupils with SEND and is monitored	Summer 2022
Long term	Pupils with SEND cannot access lessons	Provide tablets and other adjustments for pupils with SEND	Headteacher, Computing Lead, SENCO	Autumn 2022	Pupils with SEND can access lessons – observed through monitoring activities	Spring 2023

Current good practice

Our school offers a differentiated curriculum for all pupils.

We use resources tailored to the needs of pupils who require support to access the curriculum.

Curriculum resources include examples of people with disabilities.

Curriculum progress is tracked for all pupils, including those with a disability.

Targets are set effectively and are appropriate for pupils with additional needs.

The curriculum is reviewed to ensure it meets the needs of all pupils.

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible	Audit of physical environment to meet the needs of the current school cohort	HT/ Building surveyors	Spring 2022	School is aware of accessibility barriers to its physical environment and will plan to address them	Summer 2022
Medium term	Learning environment of pupils with visual impairments is not accessible	Incorporation of appropriate colour schemes to meet the needs of the current school cohort	DHT/HT	Summer 2022	Learning environment is accessible to pupils with visual impairments	Autumn 2022
	Toilets are not accessible	Handrails installed to meet the needs of the current school cohort	DHT/HT	Summer 2022	Access to toilets is increased	Autumn 2022
Long term	Children with physical disabilities cannot access school buildings	Construction work undertaken to meet the needs of the current school cohort	HT/building contractors	Summer 2022	School buildings are fully accessible and health and safety compliant	Autumn 2022

Current good practice

The environment is adapted to the needs of pupils as required.

*Wheel-chair accessible lift

*Handrails on both sides of all staircases

*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

*Front entrance locked gate system

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Management staff do not know whether school information is accessible or not	Audit of information and delivery procedures	HT/DHT/SENCO	Spring 2022	School is aware of accessibility gaps to its information delivery procedures	Summer 2022
	School does not know how to make written information accessible	Schools seeks advice from external advisors	HT/DHT/SENCO	Summer 2022	School is aware of local services for converting written information into alternative formats	Autumn 2022
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds	HT/DHT/SENCO	Spring 2022	Written information is fully accessible to children with visual impairments	Summer 2022
Long term	School website is not accessible to children with SEND	Audit of website	HT/DHT/SENCO	Summer 2022	Website is fully accessible	Autumn 2022

Current good practice

Our school uses a range of communication methods to ensure information is accessible. This includes:

Visual impairment

*Colour-coded doors and corridors to meet to needs of the visually impaired

Hearing impairment

*Access to a hearing loop

*Personalised FM system (microphone/hearing aids)

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