

Lyminster Primary School



ACCESSIBILITY PLAN 2023 - 2025

Lyminster Primary School
Wick Street,
Littlehampton,
West Sussex,
BN17 7JZ

Ratified Date April 2023
Review Date: April 2025

POLICY

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.

We also aspire to our school being as accessible as possible to all members of the community including our parents/carers, staff and volunteers.

Our school is also committed to ensuring staff are training 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 define and 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

| Target | Action | Timescale | Responsibility | Outcomes |
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| To ensure the school's physical environment is accessible to all pupils and it fully meets their needs | Collate information about the needs of current pupils | Ongoing | SENDCo | All pupils can access the physical environment. New entrant applications have reasonable adjustments considered |
| | 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 – daily/weekly Governors - annually | Premises Manager & Governors respectively | Precautions are undertaken to ensure equipment and site are safe before the arrival of children each morning. Hazard reports are completed by Premises Manager & other staff as appropriate. Governors challenge Headteacher and Premises Manager directly. |
| | Provide access to the bark area for wheelchair users, as required. | As required | Premises Manager/Headteacher | Solutions being sought to create and maintain a suitable pathway. |
| | 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 ensure all disabled pupils can be safely evacuated. | All emergency routes are appropriately marked and maintained | Weekly | Premises Manager | Any identified hazards are immediately addressed. |
| | Complete pupil specific Personal Emergency Evacuation Plans (PEEP) | As required | School Business Manager | Successful fire/evacuation drills PEEPs completed and reviewed/ceased |

2. Improving Access to the Curriculum

| Target | Action | Timescale | Responsibility | Outcomes |
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| 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 | Monitoring in core subjects demonstrates an increase in strategies used. Scaffolds are generally effective and approaches will continue to embed over time. |
| | 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 | Subject specific learning walks demonstrate that children of all abilities are able to access the foundation curriculum. Where pupils use foundation subject knowledge to inform their writing, children would benefit from recognising greater subject segregation through clear learning objectives. |
| 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 | Ongoing (taking into account new technology and staffing changes) | SENDCo, supported by IT Technician | SENDCo is evaluating strategies ready for implementation with identified children. |
| | 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 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 | Ongoing, as required | Educational Visits Coordinator, SENDCo, Headteacher | Educational Visits are accessible to all – including opportunities to seek financial assistance |

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| | groups, classes or phases groups | | | |
| To raise awareness of disability issues. | Provide disability awareness training for all staff | Anaphylaxis Training (annually in September), Diabetes training (ongoing) Early Childhood Trauma & SEND: ongoing | SLT | Staff demonstrate confidence in managing health needs effectively. Ongoing liaison between school, families and professionals is led by our Managing Medicines Coordinator |
| | Incorporate disability awareness into new staff induction programmes | Ongoing | SLT | Staff are made aware of the inclusion and equality principles of the school. Staff are introduced by the SENDCo to any children with additional needs that the staff member will be working with, this includes general knowledge of wider school behaviour strategies. |
| | Provide equality training for Governors | Bi-Annual | Headteacher | In place. |

3. Improving Access to Information

| Target | Action | Timescale | Responsibility | Outcomes |
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| 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 | Summer 2023 | School Business Manager & SENDCo | Communications when monitored avoid ambiguous language School office offers assistance to parents and carers with documentation completion and school app use |
| | Seek feedback from parents on information needs | Annual parent/carer survey | Headteacher & Governing Body | Feedback is collated and shared at FGB meetings, SLT meetings and staff/TA meetings. Actions that have been agreed are fed into strategic planning by the Headteacher. |
| | Monitor website to identify broken links and ease of finding information | Annually, or as notified | IT Technician | Links maintained. New website with improved orientation and signage being finalised |
| | Ensure appropriate ownership of and access to personal | Ongoing | School Business Manager, supported by IT Technician | All parents are able to access the Bromcom app or have regular |

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| | information via Bromcom MIS, including access to PUSH notifications | | | support via the school office. New parents receive guidance and support as appropriate. |
| 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 | Monitoring demonstrates appropriate provision and support to enable children with SEND needs to fully access the curriculum. |

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.