



Accessibility Plan

Lambley Primary School

Key information					
School	Lambley Primary School			Plan devised:	March 2023
Approved by Governors	June 2023	Review Timetable	2 years	Renewal Date	March 2025

AIMS

Lambley Primary School 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.
- Improve the availability of accessible information to pupils with disabilities

The Schools aim is to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Schools key objectives are to reduce and eliminate barriers for access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Principles:

- Compliance with the Disability Discrimination Act (DDA) and the Schools equalities policy;
- The schools recognise their duty under the DDA:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
 - Not to treat disabled pupils less favourably.
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
 - To publish an Accessibility Plan.
- In performing their duties, Governors and staff will have regard to the Disability Rights Commission Code of Practice (2002);
- The Governors recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - Setting suitable learning challenges.
 - Responding to pupils' diverse learning needs.
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The plan will be made available online on the schools' websites, and paper copies are available upon request.

The school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

If you have any concerns relating to accessibility in one of our schools, the complaints procedure sets out the process for raising concerns.

1. LEGISLATION AND GUIDANCE

- 2.1 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.
- 2.2 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.
- 2.3 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.
- 2.4 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.
- 2.5 This policy complies with our funding agreement and articles of association.

2. LAMBLEY PRIMARY SCHOOL ACTION PLANS

These action plans set out the aims of the accessibility plan in accordance with the Equality Act 2010.

Lambley Primary School				
Focus	Target	Outcomes/Success criteria	Person responsible	Timescale
Increase access to the curriculum for pupils with a disability	To adapt planning and lessons where appropriate to ensure it meets the needs of all children.	Our school offers a broad and balanced curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Outcomes are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	SENCO in liaison with class teachers and CPD opportunities	In line with individual pupil needs
	Pre Key Stage standards: To cascade information to SENCO and Y6 teacher (before sharing with the wider team)	SENCO and relevant staff know the Pre-Key Stage standards and how this applies to their classes.	Headteacher/ SENCO in liaison with class teachers and CPD opportunities	July 2023

	<p>To provide training that helps staff fully support all children in their class (and make the necessary adaptation and apply SMART intervention)</p>	<p>Intervention training for support staff to enable them to work with increased knowledge and provide appropriate resources for pupils. Staff trained to meet individual medical needs of pupils where applicable.</p> <p>Skilled TA's to deliver personalised intervention</p>	<p>SENCO</p>	<p>Ongoing (and reviewed in-year as new pupils start)</p> <p>Also review July 2023 (what has been provided) (What is still needed)</p>
	<p>SENCO To support new staff and to source outside agencies, resources and funding.</p>	<p>Learning aids to be produced. Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils.</p> <p>Intervention training for support staff. Support staff able to work with increased knowledge and provide appropriate resources for pupils.</p>	<p>SENCO</p>	<p>Ongoing (and reviewed in-year as new pupils start)</p> <p>Also review July 2023 (what has been provided) (What is still needed)</p>
	<p>To provide regular training for staff so they can meet medical needs.</p>	<p>Staff trained to meet individual medical needs of pupils where applicable. Staff completed training for specific needs.</p>	<p>Headteacher</p>	<p>July 23 (and review annually)</p>
<p>Improve and maintain access to the physical environment</p>	<p>To review the KS1 and KS2 environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Lift. • Hygiene suite 	<p>SENCO, Headteacher in liaison with class teachers</p>	<p>July 23</p>

		<ul style="list-style-type: none"> • Ramps. • Accessible parking bay. • Resources at wheelchair-accessible height. • Standing Frame. • Classroom chair 	(and supported by Notts CC)	
	To explore the possibility of improving grounds and premises in order for it to be fully wheelchair accessible.	<p>School have considered where improvements to the grounds can be made and have discussed them with the PDSS.</p> <p>Governing body, school and PDSS have planned any potential improvements</p>	HT, SENCO, Gov (supported by Notts CC)	Jan 2024
Improve the delivery of information to pupils with a disability	To provide training and resources to aid staff in information presentation/sharing	Our school uses a range of communication methods to ensure information is accessible. This includes: Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils.	SENCO, Headteacher in liaison with class teachers	June 2023
	To provide training and support so all staff feel confident to support challenging needs and handle difficult conversations	Regulation training to support emotional challenges Dealing with a feeling to support emotional challenges	SENCO	June 2023
	To work with parents ensuring they and the	Staff are trained accordingly the meet the needs of individual pupils needs – Physio therapy, Occupational therapy	HT/SENCO	July 2023
			HT/SENCO	Sept 2023

	children feel informed and supported by the school	Discussion with parents shows they feel they are an active part of the school community and are kept informed of how their child is doing.		
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3. MONITORING ARRANGEMENTS

These documents will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

4. LINKS WITH OTHER POLICIES

5.1 The accessibility plans are linked to the following policies and documents:

- Health and safety policy.
- Equality information and objectives statement for publication.
- Special educational needs (SEN) information report.
- SEND policy.
- Supporting pupils with medical conditions policy.