

# Accessibility plan

## Lyncrest Primary School



Last reviewed on:	1.9.22
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**Agreed by the Governing Body.**

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## 1. 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.

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.

## 2. 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.

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.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>We link and liaise with external agencies to ensure that the needs of all children are met. On the advice of these external agencies we make amendments to the environment or teaching approach where necessary.</i></p>	<p>To differentiate in all areas of the curriculum</p> <p>To provide resources that suit the needs of all learners</p> <p>To track the progress of children with a disability</p> <p>To review the curriculum to ensure that it meets the needs of all children</p> <p>To liaise with external agencies to ensure the support and the needs of the child are met.</p> <p>To adapt the environment if necessary to meet the needs of children with a disability.</p>	Careful monitoring of targets, delivery of the curriculum, physical resources and the environment that the child/children will be working in.	Senior Leadership Team and Inclusion Leader	Ongoing
Improve and maintain access to	<i>The environment is adapted to the needs of</i>	Ensure that corridors are kept free of clutter and are a	Regular monitoring of all the targets to	Senior Leadership team and Site	Ongoing

the physical environment	<p><i>pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Corridor width</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Library shelves at wheelchair-accessible height</i></li> </ul>	<p>safe walkway for people with a disability</p> <p>Ensure that disabled parking spaces are kept free to use by disabled staff and visitors</p> <p>Ensure that the disabled toilet is well signed and kept free of obstructions. Alarm cord needs to be maintained.</p> <p>Shelves need to be at a wheelchair accessible height to ensure ease of access.</p>	<p>ensure that they environment is free and safe for people with a disability.</p>	Supervisor from Amey.	
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Induction loops</i></li> <li>• <i>Soundfield Systems</i></li> <li>• <i>Amplifiers that link to individual hearing aids</i></li> <li>• <i>Pictorial or symbolic representations</i></li> </ul>	<p>Ensure signs are clearly visible to all stakeholders.</p> <p>Ensure induction loops, Soundfield systems and other equipment to aid hearing are well maintained and checked frequently.</p> <p>Ensure that signs are given with relevant pictures as well as text.</p>	<p>Careful monitoring of the equipment to ensure that it is well maintained.</p> <p>Liaise with external agencies who provide the equipment to ensure it is working well (such as the hearing/visual impaired team)</p>	Inclusion Leader	Annually.

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- 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

## Appendix 1: Accessibility audit

*The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.*

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1 story school with 4 steps from the reception area into the library area	Ensure that these steps are kept free of clutter and the handrail is accessible at all times.	Amey	Complete
Corridor access	Corridor access is good. All corridors are wide and should be kept free of clutter.	Ensure that this is kept free of obstructions.	All staff	Complete
Lifts	There are no lifts in the building.	Not applicable	N/A	N/A
Parking bays	There are 2 disabled parking bays that are clearly signed. Disabled visitors and staff are able to use these and display their blue badge at all times.	Ensure that these are for the sole use of disabled visitors and staff.	Amey and office staff	Complete
Entrances	All visitors and staff enter through the main door which has a push button to open the door. The main door is wide enough to fit a wheelchair.	Ensure that the push button is fully functioning at all times. Should there be a problem then this needs to be reported and fixed at the earliest opportunity.	Amey	Complete

Ramps	There are no ramps in the building.	Not applicable.	N/A	N/A
Toilets	There are disabled accessible toilets in the main building. These include a pull cord for assistance is this is required.	Ensure that this is available for disabled visitors and staff at all times. Ensure that the pull alarm is in good working order.	Amey	Complete
Reception area	Access to the reception area is at a height that is accessible to wheelchair users. This includes the computer to sign in as a visitor.	No actions required.	N/A	N/A
Internal signage	All internal signs are in large font, displayed clearly on each door.	No actions required.	N/A	N/A
Emergency escape routes	Emergency escape routes are clearly signed and available in large print.	Ensure that there is a large font version of the emergency escape routes available for those that need it. Individuals with additional needs also have Personal Emergency Evacuation Plans so as to ensure they are escorted safely to the correct escape route.	Headteacher and Amey.	Complete