

Accessibility plan

Lodge Farm Primary School



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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

At Lodge Farm, 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. Lodge Farm Primary School's policy on equal opportunities and disability is to ensure that there is no discrimination against any group within its community, be it because of sex, religion, race, colour or disability. With this in mind, the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive

Lodge Farm is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Lodge Farm supports any available partnerships to develop and implement the plan. We will continue to seek and follow the advice of Local Authority services, such as specialist advisers and from appropriate health professionals within the local NHS trusts.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school. The plan will be made available online on the school website, and paper copies are available upon request. 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 | Record of progress so far |
|---|---|--|--|---------------------------|--|--|
| To increase access to the curriculum for pupils with a disability | <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> | Ensure support staff have specific training on disability issues | The senior leadership team alongside the SENDCos to identify staff training based on the needs of the pupils | SENDCo/ head teacher | <p>After class allocation for September and throughout the year if there are changes.</p> <p>After each pupil progress meeting.</p> <p>Throughout the school year as needed.</p> | <p>Hearing impairment training provided.</p> <p>A new curriculum has been designed to meet the needs of all Lodge Farm pupils.</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> | Ensure all teachers have a provision map which support access to the curriculum for pupils with a disability | Staff training on how to plan provision for pupils with a disability across the curriculum | SENDCo/ head teacher | <p>Continued staff training to take place in the Summer term.</p> <p>Training to be repeated in Autumn 1.</p> <p>Subsequent additional one-to-one support for staff as required.</p> | All classes have a provision map which details how pupils with a disability will be supported to access the curriculum. |

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| | | All school visits and trips must be accessible to all pupils | Pre-visits to take place before a trip to evaluate accessibility. SENDCo to support teachers to ensure that all visits off site are accessible. | SENDCo/ head teacher and off-site visit lead | Various dates throughout the academic- depending on the date of year group trips. | Off-site visit lead has undertaken training including accessibility. |
| To improve and maintain access to the physical environment | <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> | To create access plans for individual pupils with a disability, when appropriate. | -Access plans to be created when appropriate. | SENDCo/ head teacher alongside class teachers | As required based on pupil's needs e.g. in case of temporary injury or physical disability. | Reasonable adjustments have been made throughout the school year to ensure that the physical environment met a change in the pupil's need. |
| | | All parents to be aware of the process for raising concerns about accessibility. | Annual reminder to parents, carers through newsletter of the channels to inform us of any problems with access to areas of school. | SENDCo/ head teacher | Annually | |

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| <p>To improve the delivery of information to pupils with a disability</p> | <p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signs</i> • <i>Access to large print resources</i> • <i>Induction loops, as necessary</i> • <i>Pictorial or symbolic representations</i> • <i>Use of sensory breaks</i> | <p>To ensure all new learners needs/changes to a learners needs are met at Lodge Farm Primary School</p> | <p>The needs of a pupil changing or the admission of a pupil with a disability must result in internal assessment of current provision and the planning and implementation of reasonable adjustments must be made.</p> | <p>SENDCo/ and head teacher alongside class teachers</p> | <p>As required based on a changing need of a pupil or a new admission</p> | <p>Accessible signs were displayed to support necessary adaptations for COVID.</p> |
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4. Monitoring arrangements

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

It will be approved by the head teacher, Helen Turner.

5. 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

Appendix 1: Accessibility audit

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------------|--|--|----------------------------|-----------------------------|
| Number of storeys | Stairs are kept clean, tidy and free from obstruction at all times | Maintain and ensure access. | Site supervisor | Daily |
| Corridor access | Corridors are wide. | Ensure pupil equipment does not block corridor. | All staff | Daily |
| Parking bays | Disabled bays are marked. | Ensure these are used only by vehicles displaying a blue badge. | Site supervisor | Daily |
| Entrances | Doors are wide. | Staff to support with access to the building as necessary e.g. holding door open/opening the door. | Office staff/all staff | Daily |
| Ramps | There are ramps to enter both the site of the school and the building. | Maintain and ensure access | Site supervisor | Daily |
| Toilets | 2 toilets for disabled use are available. | Maintain and ensure access. | Site supervisor | Daily |
| Emergency Escape Routes | Fire evacuation plan in place and PEPs as necessary. | Fire alarms to be tested regularly. PEPs to be written as necessary. | Site supervisors SENDCo | Ongoing As required |

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| Internal signage | Large signs in place. | Maintain and change as necessary. | Head teacher and Site supervisor | As required |
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