

Accessibility Policy for Lacewood Primary School



Approved by: Kelly Webster
(Chair of Governors)

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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.

School is committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

1. Increasing the extent to which disabled pupils can participate in the school's curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
2. Improving access to the physical environment of the school. This covers improvements to the physical environment of the school and physical aids to access education.
3. Improving the delivery of written information to disabled pupils and parents/carers. This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils and their parents/carers. 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.

We have included a range of stakeholders in the development of this accessibility plan, pupils, parents, staff and governors of the school.

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. Audit of existing provision

Curriculum

Teachers and teaching assistants have received the necessary training to teach and support disabled pupils. The training needs of the staff are reviewed and addressed where a pupil with particular needs is to be admitted to the school. The school seeks advice and support from the local authority and other appropriate agencies. Our SEN Governor will participate in training when available.

Lessons provide opportunities for all pupils to achieve. Our child-speak vision, 'Always try your best to be your best' and our Teaching and Learning Policy note our understanding of the variety of preferred learning styles and link this to teaching styles including the development of a more inclusive approach to homework.

Lessons are responsive to pupil diversity.

Lessons involve work to be done by individuals, pairs, groups and the whole class.

As our policies are reviewed and our understanding is extended either by training or new circumstances or experience we incorporate this new understanding and use external agencies to evaluate our policies.

All pupils are encouraged to take part in all activities including music, drama and physical activities

Staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading, signing instead of speaking.

Staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work. Where extra time is allowable and needed in test situations this is given.

Staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education or a child with spoken communication difficulties sitting in sight of his / her support assistant to receive visual prompts. All curriculum resources are reviewed and evaluated on an ongoing basis and children's needs considered.

The training needs of the staff would be reviewed and addressed where a pupil with particular needs was to be admitted to the school. The school would seek advice and support from the local authority and other appropriate agencies.

Staff have high expectations of all pupils and all pupils' progress is tracked with targets set at transition meetings and shared with pupils and parents. Where other agencies are involved in review situations they are also involved in the target setting process. All intervention programmes have entry and exit criteria that are checked at our assessment points through the year. Provision map reviews follow this process with consideration given to the effectiveness of the intervention or target set. Support Assistants feedback to teachers on a daily and weekly basis but also monitor progress and feed this back to SENCO at termly meetings or as appropriate if concerns arise or the programme is completed. Support Assistants feedback to parents on a daily basis where appropriate or possible. The child and parents' views are taken into account on an ongoing basis and particularly at review and target setting meetings.

Staff seek to remove all barriers to learning and participation. The training needs of the staff would be reviewed and addressed where a pupil with particular needs was to be admitted to the school. The school would seek advice and support from the local authority and other appropriate agencies.

Where a pupil with particular needs was to be admitted to the school advice and support from the L.E.A and other appropriate agencies would be sought to enable classrooms to be optimally organised for the needs of the pupil

Where a pupil with particular needs was to be admitted to the school, access to computer technology would be reviewed to consider the needs of the disabled child. Support and guidance sought from the authority.

Subject to risk assessments, availability of trained personnel and support from appropriate agencies, school visits, including overseas visits will be made accessible to all pupils irrespective of attainment or impairment.

Physical Environment

The school is designed to be fully accessible however; the school would be subject to a further access audit where a pupil had particular, assessed access needs. Support, guidance and resources would be sought from relevant bodies.

Pupils who use wheelchairs to move around the school would currently experience few barriers to access and disabled toilet facilities and a shower are available. The school would be subject to a further access audit support, guidance and resources would be sought, such as moveable ramps, from relevant bodies.

Pathways of travel around the school site, emergency exits and safe, routes are well signed. Where a pupil with particular needs was admitted to school, such as a visual impaired child, advice would be sought on non - visual guides and signage to provide access for that pupil. These factors would be considered and discussed in the child's care plan.

All pupils are well informed of the procedures for emergency and evacuation. Where a pupil with particular needs was admitted to school, such as a wheel chair user or a visually impaired child, a care plan would be put in place that would include emergency evacuation procedures for that child. All staff would be made aware of the care plan. Advice from appropriate bodies would be sought in the writing of the care plan.

Areas to which pupils have access are well lit.

Where a pupil with particular needs was admitted to school, such as a wheel chair user, a care plan would be put in place that would include appropriate access to furniture and equipment and the acoustics in the classroom. Advice from appropriate bodies would be sought in the writing of the care plan.

Written Information

Information may be provided in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information with the assistance of the SEN Support Service as necessary.

Where a pupil with particular needs was admitted to school staff would be made aware of technology and practices developed to assist people with disabilities

Information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud interactive whiteboard projections and describing diagrams along with using new technologies.

4. Monitoring arrangements

This document will be reviewed every year.

It will be approved by the governing body and the head teacher.

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