



Accessibility Plan

Date of Review	1 January 2023
Date of Next Review	1 January 2027
Signature of Chair	Lee Houghton

Last updated: 1st January 2023

Contents:

[Statement of intent](#)

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [The Accessibility Audit](#)
4. [Planning duty 1: Curriculum](#)
5. [Planning duty 2: Physical environment](#)
6. [Planning duty 3: Information](#)
7. [Monitoring and review](#)

Statement of intent

This plan outlines how Lyppard Grange Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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 above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the school, Trust and external agencies will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Head Teacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Head Teacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, Trust and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCO will be responsible for:

- Working closely with the Head Teacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Head Teacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an bi-annual Accessibility Audit. The audit will cover the following three areas:

Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum.	<p>Be aware of staff training needs on curriculum access.</p> <p>Assign CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation of online learning modules if required.</p>	<p>2022-2023: SpDL focus (dyslexia, dyscalculia, dyspraxia).</p> <p>ADHD introduction.</p> <p>2023-2024: Sensory Processing difficulty, ADHD, ASD.</p>	Head Teacher SENDCo	<p>Raised staff confidence in strategies for differentiation.</p> <p>Increased pupil participation.</p> <p>Improved attainment outcomes for all groups of pupils.</p>
Use ICT software to support learning.	Make sure software is installed where required.	As required	Head Teacher Computing Subject Leader SENDCo	Wider use of ICT software/ SEN resources used to support learning in classrooms.
All educational visits to be accessible to all.	<p>Provide guidance to staff on making each planned visit accessible.</p> <p>Ensure each new venue is vetted for appropriateness.</p>	As required	Head Teacher EVC SENDCo Class Teachers	All pupils in school able to access all educational visits and take part in a wide range of activities.
Review information to parents/carers to ensure it is accessible.	<p>Provide information and letters in clear print using plain English.</p> <p>School office will support and</p>	<p>During induction.</p> <p>On-going support.</p>	School Office EYFS Leader	<p>All parents receive information in a form that they can access.</p> <p>All parents understand</p>

	help parents to access information and complete school forms.			what the headlines of the school information are.
Improve the delivery of information in writing in an appropriate format.	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment.	As required	SENDCo Class Teachers	Excellent communication. Ongoing appropriate use of resources.
Ensure all staff are aware of guidance on accessible formats.	Guidance to staff on dyslexia-friendly and accessible information.	On-going	SENDCo	Staff produce appropriate, supportive resources for pupils.
Provide information in other languages for pupils or prospective pupils.	Access to translators and technology to support translation - sign language interpreters to be considered and offered if possible.	As required	SENDCo EAL Leader	Pupils and/or parents feel supported and included. Improved pupil attainment outcomes.
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	To create access plans for individual disabled pupils as part of the PLP/EHCP process when required. Be aware of staff, governors and parents' access needs and meet as appropriate.	As required Induction of pupils/parents and on-going as required. Recruitment process for staff and ongoing as required.	Head Teacher SENDCo	PLPs/EHCPs in place for disabled pupils and all staff aware of pupils needs. All staff and governors feel confident their needs are met. Parents have full access to all school activities.

	Consider access needs during recruitment process.			Access issues do not influence recruitment and retention issues.
Layout of school to allow access for all pupils to all areas.	Consider needs of disabled pupils, parents/carers or visitors. Adapt as required.	As required	Governors Head Teacher Site Services	Access for all.
Ensure access to reception area for all.	Consider Automatic Door access to the front of the school.	As required	Governors Head Teacher Site Services	Disabled parents/carers/visitors feel welcome.
Ensure all disabled pupils can be safely evacuated.	Ensure all staff are aware of their responsibilities in relation to disabled pupils – evacuation plan.	As required	Head Teacher	All disabled pupils and staff working alongside them are safely evacuated in the event of an emergency.
Ensure hearing and visual environment in classrooms is installed to support hearing impaired and visually impaired children.	Seek support from SEN Services and NHS as required.	As required	SENDCo	All children have access to the appropriate learning environment.

Monitoring and review

This plan will be reviewed on a Four Year basis by the governing board and Head Teacher. The next scheduled review date for this plan is 1st January 2027. Any changes to this plan will be communicated to all staff members and relevant stakeholders.