

Accessibility Plan
Lyndhurst Primary School



Approved by:	Full Governors	Date:	14 th November 2017
Last reviewed on:	14.11.17		
Next review due by:	14.11.20		

Contents	Page
1. Aims	1
2. Legislation and guidance	3
3. Action plan	4 - 7
4. Monitoring arrangements	8
5. Links with other policies	8
6. Links to Oldham Council Local Offer	8
7. Appendix 1: Accessibility audit Legislation and guidance	9

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.

At Lyndhurst Primary School we continuously strive to ensure that everyone in our school is treated with respect and dignity and we place the child at the centre of the learning process. Every person in school is given fair and equal opportunities to develop his/her potential regardless of race, gender, sexual orientation, gender reassignment, ethnicity, culture, religious background, additional needs or disability.

Lyndhurst Primary School has high expectations and aspirations for all pupils and expects them to participate in, contribute to and achieve success in all aspects of school life. We are committed to equal opportunities for all by removing any potential barriers to learning.

Our school aims to ensure that all aspects of school life are equally accessible to everyone and that reasonable adjustments are made for all individuals with disabilities. These members of our school community will be able to participate, contribute and achieve with full inclusivity.

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, including:

Pupils
Staff
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.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

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	Success criteria
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</i></p>	<p>To ensure consistency in practice when using visual timetables.</p> <p>To continue provide specialist training and advice for staff.</p> <p>To create a directory of sources of external advice specific to individual pupils.</p>	<p>Same format to be used. All classes to have a visual timetable. Bank of visual timetable resources to be stored on 'Staff Shared'.</p> <p>Liaise with external agencies and specialist support for individual pupils e.g. Teachers of the Deaf.</p> <p>Staff in the year group the child is in to send the details of the establishment, practitioners and</p>	<p>K Graham</p> <p>K Graham</p> <p>All staff</p>	<p>April 2018</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All classrooms will display Visual Timetables using the same format.</p> <p>Advice will be followed, pupils will be making progress.</p> <p>Prompt referrals will be made.</p>

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	Success criteria
	<p><i>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>Liaison with external PE providers regarding curriculum adaptation.</i></p> <p><i>Annual review of Care Plans or when needed.</i></p> <p><i>Researching and planning for trips in advance.</i></p> <p><i>Behaviour provision plans.</i></p>	<p>To review provision for pupils with DSEN as they move through the school.</p> <p>To consider the views of a range of stakeholders.</p> <p>To expand the ability to meet capacity by the Governing Board.</p>	<p>their roles. Info stored in the main office.</p> <p>Gain advice from external agencies. Create Care Plans.</p> <p>Survey a range of stakeholders.</p> <p>Continue to promote governance and seek a wide skill set.</p>	<p>All staff K Graham lead</p> <p>Governors</p> <p>S Qazi S Garara</p>	<p>Ongoing</p> <p>July 2018</p> <p>Ongoing</p>	<p>All pupils will be fully accessing the curriculum and resources.</p> <p>Surveys conducted. Actions added to the plan.</p> <p>Governing Board will represent a wide skills set.</p>
<p>Improve and maintain access to the physical environment</p>	<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"> • Ramps • Elevators • Corridor width 	<p>To regularly review working areas.</p>	<p>Look at access arrangements termly within the classrooms and shared areas. Complete a classroom Risk Assessment.</p>	<p>All staff</p>	<p>Termly</p>	<p>All pupils will be able to access all resources.</p>

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	Success criteria
	<ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Hoist • Liaison with the teams for Physical, Hearing and Visual Impairment • Visual timetables (whole class or individual) • Medical Room • Medical bed • Adapted toileting facilities • Care Plans • PEEPs (Personal Emergency Evacuation Plans) 	<p>To review storage of library books.</p> <p>To update Sensory Room provision.</p> <p>To review provision for pupils with DSEN as they move through the school.</p> <p>To monitor the Accessibility Plan as part of the Governor monitoring process.</p> <p>To consider the views of a range of stakeholders.</p> <p>To expand the ability to meet</p>	<p>Audit the library areas – can the resources be accessed by all?</p> <p>Consider the needs of all pupils using the room, include appropriate features.</p> <p>Gain advice from external agencies. Create Care Plans.</p> <p>Give Governors access to the PEEPs. Governors to walk around the building and audit.</p> <p>Survey a range of stakeholders.</p> <p>Continue to promote</p>	<p>English lead, children, staff and governors</p> <p>D Powell EYFS staff LSA's</p> <p>All staff K Graham lead</p> <p>M Swapan K Graham Governors</p> <p>Governors</p> <p>S Qazi S Garara</p>	<p>July 2018</p> <p>July 2018</p> <p>Ongoing</p> <p>Jan 2018 then termly</p> <p>July 2018</p> <p>Ongoing</p>	<p>All pupils will be able to access the resources.</p> <p>All pupils using the Sensory Room will be engaging fully with the provision.</p> <p>All pupils will be fully accessing the curriculum and resources.</p> <p>Governors will be aware of feedback from monitoring and new actions created.</p> <p>Surveys conducted. Actions added to the plan.</p> <p>Governing Board will represent a wide skills</p>

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	Success criteria
		capacity by the Governing Board.	governance and seek a wide skill set.			set.
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. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i> • <i>Adaptations made according to pupil need</i> • <i>Task cards</i> • <i>Use of Chewelry</i> 	<p>To investigate the introduction of a programme to produce visual timetable PECS.</p> <p>To review provision for pupils with DSEN as they move through the school.</p> <p>To consider the views of a range of stakeholders.</p> <p>To expand the ability to meet capacity by the Governing Board.</p>	<p>Investigate resources available. Get advice from other Focus-Trust schools.</p> <p>Gain advice from external agencies. Create Care Plans.</p> <p>Survey a range of stakeholders.</p> <p>Continue to promote governance and seek a wide skill set.</p>	<p>K Graham</p> <p>All staff K Graham lead</p> <p>Governors</p> <p>S Qazi S Garara</p>	<p>Summer 2018</p> <p>Ongoing</p> <p>July 2018</p> <p>Ongoing</p>	<p>A 'universal' system will be in place.</p> <p>All pupils will be fully accessing the curriculum and resources.</p> <p>Surveys conducted. Actions added to the plan.</p> <p>Governing Board will represent a wide skills set.</p>

4. Monitoring arrangements

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

It will be approved by the Governing Body.

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
- Disabilities and Special Educational Needs (DSEN) information report
- Supporting pupils with medical conditions policy
- DSEN Policy

6. Links to Oldham Council Local Offer and other Partners

The link to Oldham Council's Local offer webpage where families can gain access to services, activities and resources: Please add the web link and image to your school website

Local offer website link: www.oldham.gov.uk/localoffer

Oldham's Local Offer is an online resource for children and young people with special educational needs and disabilities (**SEND**) aged 0–25 and their families



POINT Oldham:

<http://pointoldham.co.uk>



Parent Forum

SEND ISSIS

<http://iassoldham.co.uk>



Family Information Service

www.oldham.gov.uk/familyinfo



Appendix 1: Accessibility audit – Purpose built building. Read in conjunction with Health and Safety information.

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				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				