



## Lanner Primary School

### Accessibility Plan

Date approved	February 2023
Review date	February 2024
Headteacher	Kieran Walsh
Governor approval	

#### 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

Lanner Primary 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. We aim to reduce and, where possible, eliminate barriers to accessing the curriculum and to aid full participation for pupils and prospective pupils with a disability.

Our Action Plan is reviewed regularly to ensure further improvements are made where necessary and reasonable.

The plan is available online on the school website and paper copies are available upon request. These can be provided on coloured paper or in larger font where requested.

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.

## **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.

### **Activity**

#### **a) Education & related activities**

Lanner School will continue to seek and follow the advice of services such as Educational Psychologists and Specialist Provisions and of appropriate health professionals from the local NHS Trusts.

#### **b) Physical environment**

Lanner will take account of the needs of pupils and visitors when planning and undertaking future improvements and refurbishment of the site and premises. In particular we aim to discuss individual needs with all pupils and parents on entry to the school, completing a risk assessment in relation to the school environment and drawing up an individual access plan where appropriate. We are continually reviewing teaching areas and assessing acoustics, colour schemes and the accessibility of facilities and fittings.

#### **c) Provision of information**

Lanner Primary School will make itself aware of local services for providing information in alternative formats when required or requested. Links to the Local Offer are provided on the relevant pages of our website, signposting parents to available help and support.

### **Action Plan**

See attached



### **Linked Policies**

This Plan will contribute to the review and revision of related school policies, e.g.

- Admissions Policy
- SEN Policy and Local Offer
- School Development Plan
- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Health and Safety Policy
- Equal Opportunities Statement and Objectives
- Curriculum Policies



**Aim 1: To increase the extent to which pupils can participate in the school curriculum**

Targets	Actions	Timescale	Cost/ Budget	Success Criteria
To liaise with pre-school providers and other educational establishments to ensure that Lanner School is prepared for the intake of new pupils each year and those who transfer within year.	<ul style="list-style-type: none"> <li>• Liaison with pre-school providers to ensure that adapted or additional provision is in place at the start of the EYFS as needed.</li> <li>• Liaison with other educational establishments to ensure that adapted or additional provision is in place as soon as possible after admission has been agreed and the place taken up.</li> <li>• EYFS inclusion fund to be applied for where possible to ensure we can access resources for individual children to help meet their needs.</li> </ul>	Annually (Sum term)  As required  Termly as required	Staff time/ School Budget	Provision set in place when the child/ren start school.
To ensure that all children, regardless of disability, medical condition or other access needs can participate fully in the school curriculum.	<ul style="list-style-type: none"> <li>• Curriculum Planning makes provision for all pupils</li> <li>• Lessons address a variety of learning styles and are adapted appropriately.</li> <li>• Staff aware of pupils' individual needs through the use of APDR support plans.</li> <li>• Monitoring of pupils to ensure significant progress is made.</li> <li>• Ensure relevant pupils can access the curriculum by employing and using trained staff.</li> <li>• Effective use of equipment to promote learning where appropriate.</li> <li>• Inclusive PE equipment to be used regularly to ensure all children can participate in sessions.</li> </ul>	Ongoing  As appropriate  As required  Ongoing	Staff time/ School Budget Plus PE funds	School Tracking systems evidence progress for all.  Inclusion evident in Learning Walks and Lesson Observations
To ensure that pupils with a disability, medical condition or other access needs	<ul style="list-style-type: none"> <li>• School visits and extra curriculum clubs are accessible to all pupils regardless of attainment or impairment. (Covid-19 restrictions allowing) Where appropriate, children with SEND or medical needs</li> </ul>	Ongoing  Termly	Staff time/ School Budget Plus PE funds	All children have been included on all school trips



can participate as fully as possible in the wider curriculum.	<p>may access clubs outside of their year group allocation. (Covid-19 restrictions allowing)</p> <ul style="list-style-type: none"> <li>• Staff fully involved with writing risk assessments for day trips (and residential trips as appropriate).</li> <li>• Individual risk assessments completed where appropriate.</li> </ul>	As required  As required		regardless of SEN, disability, medical needs or other access issues. They have access to school clubs.
Policies and practice reflect inclusive practice and procedures.	<ul style="list-style-type: none"> <li>• Ensure that regular reviews of policies are carried out with consideration of inclusive practices and the Equality Act 2010.</li> </ul>	On going	Staff time/ School Budget	All policies clearly reflect inclusive practice and procedure.

**Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.**

Targets	Actions	Timescale	Cost/ Budget	Success Criteria
Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;	<ul style="list-style-type: none"> <li>• Autism friendly environment audits help inform the SENDCo/SLT about changes needed</li> <li>• Staff are given the opportunity to raise Health and Safety concerns weekly during staff briefing time.</li> <li>• Termly Health &amp; Safety inspections.</li> <li>• Meetings with parents of children with SEND address key factors such as environment and changes are made accordingly where possible.</li> <li>• Referrals to outside agencies who can offer advice and support in terms of environmental adaptations are made as required.</li> </ul>	Annually (Aut term) Weekly ongoing  Termly Termly  As required	School budget to cover staffing for meeting	The physical environment as far as possible supports full inclusion. Any needs identified are included in the Action Plan.
To ensure all children are safe during fire (and other) evacuations.	<ul style="list-style-type: none"> <li>• Individual Risk Assessments are made for those children whose barriers to learning may require additional support in times of dysregulation. These also contain information regarding Personal</li> </ul>	As required	Staff time/ School budget	Safe evacuation during emergencies



	<p>Emergency Evacuation Plans (PEEPs) for those children who are likely to find this difficult to adhere to.</p> <ul style="list-style-type: none"> <li>• Refer to Fire Safety Audit.</li> </ul>	<p>Reviewed following each evacuation/drill.</p>		<p>(including drills).</p>
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**Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community.**

Targets	Actions	Timescale	Cost/ Budget	Success Criteria
<p>To meet regularly with parents to ensure needs are being met.</p>	<ul style="list-style-type: none"> <li>• Termly SEN (APDR) review meetings for all children on School Support or with an EHCP. Targets are evaluated and SENDCO ensures all needs are being met, including physical needs.</li> <li>• EHCP applications are written in a timely fashion, in liaison with parents.</li> <li>• Referrals to outside agencies are completed alongside parents and recorded.</li> <li>• Annual reviews held yearly with both parents and external agencies for children who have an EHCP.</li> <li>• Suggested support and strategies from external agencies is always followed up in school and fed to class teachers and TAs, i.e. speech therapist targets, OT targets, physiotherapy. All reports and suggestions are recorded onto the child's chronology.</li> </ul>	<p>Termly</p> <p>As required</p> <p>AS required</p> <p>Termly</p> <p>Ten-monthly</p> <p>As required</p>	<p>Staff time/ Trained SENDCo</p>	<p>All parents and pupils feel that their views are fully considered and that individual needs are met.</p>



<p>To ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education.</p>	<ul style="list-style-type: none"> <li>• Adopt a pro-active approach to identifying the access requirement of parents and make reasonable adjustments where possible.</li> </ul>	<p>Ongoing</p>	<p>School Budget</p>	<p>No parents are hindered in supporting their child due to a lack of access requirements.</p>
<p>To improve communication for non-verbal children or those with unclear speech.</p>	<ul style="list-style-type: none"> <li>• Individualised visual timetables using objects of reference and/or pictures.</li> <li>• Use of Makaton to support individuals.</li> <li>• Relevant training for staff and advice from the speech and language therapists.</li> </ul>	<p>As required  As necessary Half termly during SALT visits and by email where required</p>	<p>Makaton Training (free but need to cover staff) – school staffing budget</p>	<p>Learning Walks show non-verbal children are able to communicate.</p>
<p>To improve communication for children with communication needs (EAL / ASD)</p>	<ul style="list-style-type: none"> <li>• When appropriate visual timetables in place in each classroom, although these may look different from year group to year group as the children get older.</li> <li>• Individual visual timetables available for children who need to know what is happening throughout the day to help reduce anxiety.</li> <li>• Social stories are used to help children with ASD understand key events/difficulties.</li> <li>• Use of Now and Next boards for individual children.</li> <li>• Traffic light lanyard symbols used where necessary.</li> </ul>	<p>Ongoing for all</p>	<p>Staffing budget for EAL TA  Staff time to make resources</p>	<p>Learning Walks show all children are able to communicate, with support where appropriate.</p>



<p>To improve access to learning for children with sensory needs</p>	<ul style="list-style-type: none"> <li>• Sensory breaks/space breaks to be planned in for children as required</li> <li>• Referrals to OT made for children as and when required</li> <li>• Funfit offered to all children who show sensory and coordination difficulties (Covid-19 restrictions allowing)</li> <li>• Apply for the Early Inclusion Grant as and when required to ensure we can purchase equipment to help meet individual need.</li> </ul>	<p>Ongoing</p> <p>As required</p> <p>Update groups termly</p> <p>Ongoing</p> <p>Beginning of each term as required</p>	<p>£100</p> <p>Staff time</p>	<p>Children with Sensory Needs are able to fully access the curriculum.</p>
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