



LORDSWOOD
SCHOOL

Accessibility Plan

Date: January 2024
Review Due: January 2025

Reviewed Annually



Accessibility Plan

Introduction

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

The single act places a duty on schools to consider what reasonable adjustments need to be made to improve access to the school's services, for those with a disability, including pupils, staff, parents and carers as well as many different visitors to the school, without waiting until the adjustment is needed.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act, the Race Relations Act and Sex Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010, a person has a disability if:

- she/he has a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

Objectives

At Lordswood School we are committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values any parent's knowledge of their child's disability and its effect on their ability to carry out every day activities; we also respect the parents and child's right to confidentiality.

The Accessibility Plan contains actions to:

1. Increase access to the **curriculum** for pupils with a physical disability and / or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. *If a school fails to do this, they are in breach of their duties under the Equality Act 2010*; 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 – it also covers the



provision of specialist aids and equipment, which may further assist pupils in accessing the curriculum within a reasonable time frame.

2. Improve and maintain access to the **physical environment** of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided. Furthermore, under our equality duties, we seek to improve and maintain the physical environment of the school/setting to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.
3. Improve the delivery of written **information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events. This information should be made available in various preferred formats within a reasonable timeframe.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is a set of action plans showing how the school addresses the priorities identified.

	Current good practice	objectives	Action to be taken	Accountable	Date to be completed	Aim
Increase access to the curriculum for pupils with a disability.	Our school offers a differentiated, rich and deep curriculum for all pupils.	All pupils are able to access an enriched, broad and balanced curriculum and make expected progress.	The development of an immersive curriculum and Metacognition continues to offer enriching opportunities to all pupils to develop as resilient learners.	All staff	Ongoing	Increased access to the curriculum. Needs of all learners met. Positive impact on pupil progress.
	We use resources tailored to the needs of pupils who require support to access the curriculum.	All pupils feel supported and are able to close gaps in their learning.	<p>All recommendations from outside agencies are implemented and followed.</p> <p>Strategic deployment of support staff.</p> <p>Use of technology and laptops to support pupils who experience processing and writing difficulties.</p> <p>Purchase of dyslexic friendly resources.</p> <p>1 to 1 and small group interventions are consistent, monitored effectively and support children with closing gaps.</p>	SENCO SLT All staff	Ongoing	<p>Needs of all learners are met.</p> <p>Positive outcomes for all learners.</p> <p>Gaps closed in pupil learning on target tracker.</p> <p>High quality first teaching for all pupils.</p> <p>Positive outcomes for all learners.</p> <p>Positive impact on pupil progress.</p>



	<p>Staff are highly trained understand the needs of pupils with SEND. Appropriate training and CPD is tailored to meet the needs of our school.</p>	<p>All staff are aware of inclusive practices to meet the needs of all pupils including those with disabilities.</p>	<p>Continue to provide high quality, relevant staff training to meet pupils SEND needs.</p> <p>Audit experiences and confidence of staff.</p> <p>Create a CPD annual plan to meet gaps in staff knowledge regarding safeguarding, SEN, disabilities and diversity.</p> <p>Staff ensure policies are up to date and meet the needs of disabled pupils.</p>	<p>SENCO SLT</p> <p>Head, SLT</p> <p>Curriculum leads</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Needs of all pupils are met in all subjects. Staff are confident with providing an inclusive environment that enables access for all.</p>
	<p>Mental health support for pupils includes NELFT referrals and signposting to NHS and community services.</p> <p>Referrals to outside agencies</p>	<p>Mental health is a priority and embedded across the school. Early identification enables support to be in place early.</p>	<p>Staff training. Collaboration with health care professionals.</p>	<p>Mental Health Lead / Team All staff SENCO</p>	<p>Ongoing</p>	<p>Mental health lead is trained and able to lead and oversee strategic change. Pupils are identified early and appropriate mental health support in place. This is also available to parents/carers.</p>



Improve and maintain access to the physical environment.	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bay • Disabled toilet • Changing and showering facilities • Book shelves, resources and displays at wheelchair accessible height • Widened doorways 	<p>All reasonable adjustments are completed to enable all stakeholders to access areas throughout school.</p> <p>Stakeholders with any disability have equal access to all areas throughout school.</p>	<p>Risk assessment for outside area access completed as needed to ensure safety of all pupils with disabilities.</p> <p>Improve visibility of signs in and around school by making them dyslexic friendly.</p>	<p>Head/HOM</p> <p>SLT / SENCO</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Safe and secure environment for all, covering diversity of need.</p> <p>Pupils can access all areas of the school site safely</p> <p>All stakeholders are able to access all routes and displays within school.</p>
	<p>Individual plans are in place for pupils with disabilities and all staff are aware of needs.</p>	<p>All staff within school are aware of the needs of pupils with disabilities and how best to support them to overcome barriers to learning and access.</p>	<p>Ongoing creation of personalised plans in line with pupil needs, drawn up in collaboration with parents/carers and health care professionals as appropriate.</p>	<p>Head / SENCO</p>		<p>Pupils with disabilities are supported fully to access all areas of school.</p>
Improve the delivery of information to	Our school uses a range of communication	Enable all pupils equal access to the curriculum	Continue to develop the range of communication methods across the school.	Head SENCO	Ongoing	All pupils are able to fully access all opportunities and



pupils/parents and pupils with a disability.	<p>methods to ensure that information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Visual stress resources – overlays and tinted paper • Pictorial or symbolic representation • Sign along 	and other areas of school life such as clubs and trips.				<p>curriculum experiences, regardless of need.</p> <p>Those with language needs are catered for across the school.</p>
	<p>Communication with all members of the community is detailed and planned through our school website, newsletters, text service, meetings, open days, Twitter and Face Book.</p>	<p>Ensure that parents/carers are able to access all information from the school, regardless of disability.</p>	<p>Continue to develop the range of communication methods across the school community.</p>	<p>Head IT Lead</p>	<p>Ongoing</p>	<p>Parents/Carers/Visitors will be fully informed about the daily workings of the school.</p>