

Accessibility Policy and Plan

Reviewed September 2023



The Stour Academy Trust

This Accessibility Plan is compliant with current legislation and requirements as specified in The Special Educational Needs and Disability Regulation, 2014, the Disability Discrimination Act and the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

It should be read in conjunction with the following policies, strategies and documents of the school:

Teaching and Learning Policy
Complaints Policy
Equal Opportunities Policy
Charging and Remissions Policy
Health & Safety Policy
Homework Policy
School Behaviour and Anti-Bullying Policy
Wellbeing and Involvement Policy
SEND Policy
Premises Management: Security and Procedures

Lansdowne Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority and in conjunction with its stakeholders and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes and provide a projected plan for the three year period ahead of the next review date.

This Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (an in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Lansdowne Primary School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Currently the school does not have any pupils, staff or parents with disabilities requiring additional access.

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to it. We will take relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the pupils without a disability. 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 assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, digital and technology based resources, timetables,



textbooks, and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

IMPROVING THE CURRICULUM ACCESS

TARGET	STRATEGY	EXPECTED OUTCOME	TIMEFRAME	IMPACT	REVIEW
Training for teachers and support staff on Children with Special Needs (as detailed in SEND action plan).	Review the needs of children with specific issues, provide relevant training.	All staff have a clear understanding of strategies to improve children's access to the curriculum.	Ongoing involvement as appropriate	Increase in access to an appropriate curriculum though reduction in barriers to learning.	Training to be arranged when identified as necessary.
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out of school provision to ensure compliance with legislation on a regular basis.	All activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	On going	Increase in access to all school activities for all pupils.	Ongoing
Classrooms, including Nurture are optimally organised to promote the participation and independence of all pupils.	Review layout of furniture and equipment to support the learning process in all classes. Promote use of visuals and communication friendly aids in all classes.	Lessons start on time without the need to adjust and accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	Ongoing Visual timetables and good sitting/listening prompts already in use.	Increase in access to an appropriate curriculum.	Ongoing
Ensure all children on the SEN register have individual targets; either on the provision map or individual provision plan.	Provision maps for all children reviewed termly.	Provision maps and targets are relevant, up to date and form a key part of the planning process for all pupils.	Review termly	Provision maps, IEPs and targets in place to support the needs of individual children.	Achieved – to continue



Review TA deployment so that all pupils are appropriately supported.	SLT to discuss termly SEND meetings.	Adult support is appropriately delegated according to the needs of individual classes/children.	Review termly	Children have access to appropriate support.	Achieved – to continue
Training for teachers to enable them to meet the Mainstream Core Standards for all learners.	Undertake a MCS audit for all staff. Review SEN action plan to incorporate identified training needs (completed)	All class teachers are meeting the Mainstream Core Standards.	Annual focus.	Increase in access to an appropriate curriculum.	Achieved – to continue

IMPROVING THE PHYSICAL ACCESS

		REVIEW
Approach to entrance	The school can be entered without using the steps. The main doorway is wide enough to facilitate wheelchair access.	Achieved – continue to monitor
Car Parking and Deliveries	There are currently two disabled parking bays.	Achieved – continue to monitor
Internal mobility Year 1/FS area	Currently this area is inaccessible to wheelchair users due to the existence of stairs, narrow doorways and raised thresholds. Action point- lower thresh holds and widen the external doorways. Add electronic release buttons for all doors.	Both classrooms refurbished including widened external doors. Electric release buttons not yet installed.
Internal mobility KS2	This area of the school is new and therefore is compliant with the DDA. There is a disabled toilet/shower. Access to the building is via the carpark and a path with no stairs.	Achieved – continue to monitor
Main Hall	This is currently accessible via the fire doors when a portable ramp is used. There is a disabled toilet available. Anyone coming from the KS2 building would have to enter the hall via the main door as the threshold on the side door is too high and the door too narrow for wheelchair users.	Portable ramp available
Outside area access/playground	KS 1 playground is accessible for wheelchair users via the main school entrance route. The KS2 playground can	Achieved – portable ramp available



	<p>be accessed via the outside of the building and through the carpark.</p> <p>The field can be accessed via the slope to the side of the KS2 Playground.</p>	
PE facilities	See above as PE takes part in the main hall or on the playground.	

IMPROVING THE DELIVERY OF WRITTEN INFORMATION

TARGET	STRATEGY	EXPECTED OUTCOME	TIMEFRAME	IMPACT	REVIEW
Availability of written material in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	The school will be able to provide written information in different formats when required for individual purposes. School information published on the school website is updated regularly.	Ongoing	Delivery of school information to parents and the local community involved.	Available on request
Availability of written material in different languages.	The school will use translations approved by the LA for key information for EAL families	The school will be able to provide written information in alternative languages when required for individual purposes.	Ongoing	The delivery of information to parents of EAL pupils is improved.	Available on request
Survey parents/carers on quality of communication.	Part of annual parents' questionnaire.	School is more aware of the opinions of parents and acts on this.	Annually	Parental opinion is surveyed and action taken appropriately.	Parents are able to respond via Parent View link on the school website Parent forum takes place termly.

