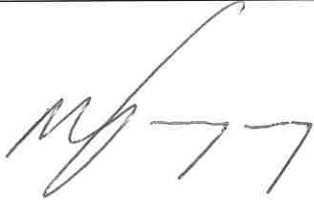



# ACCESSIBILITY PLAN

Lakenheath Community Primary School



Version Number	6
Date of Policy	February 2025
Review Date	February 2026
Head Teacher's Signature	
Chair of Governors' Signature	

## Document Change History

Version	Date	Change Details
1	2017 – 2019	N/A
2	January 2020	Format update and content review.
3	January 2022	Content review – no changes required.
4	January 2023	Content review – no changes required.
5	January 2024	Content review – Updates in red
6	January 2025	Content review – no changes required.

## 1. Introduction

**Schools' duties around accessibility for disabled pupils** Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish an Accessibility Plan to show how they will meet these duties.

The Equality Act 2010 defines a disability as 'a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.' Under this definition, learning difficulties such as developmental delay, dyslexia, autism, hearing or visual difficulties are classified as disabilities.

This **Accessibility Plan** forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. The Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary.

In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access around and throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.
- To support all parents and carers in our school community

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Target	Tasks	Timescale	Resources	Responsibility	Outcome/Review Evaluation
<b>Access to Premises/Physical Environment</b>					
To provide a sensory area to support children with C&I and SEMH needs	To identify area in school – old fox class quiet room. Now know as The Nest To install sensory resources and appropriate seating.	Sept 2023	Maintenance costs	Caretaker Head SENDCo	Planned interventions for children with sensory needs can be implemented Children who are anxious/ angry have a safe space to calm down.
Maintain Decking in Early Years	To paint with non-slip paint annually	Ongoing	Maintenance costs	Caretaker Premises Committee	Children and adults reduced risk of slipping on decking.
Maintain Fire Doors/smoke strips	Annual Inspection to be carried out followed by any remedial work necessary	Ongoing	Maintenance costs	Caretaker Premises Committee	Meet fire regulations.
Maintain Fingerguards	Regularly inspection and replacements as necessary	Ongoing	Maintenance costs	Caretaker Premises Committee	Reduced risk of trapped fingers in doors.
Access into and around school and reception to be fully compliant	Designated disabled parking wide doors and corridors. Clear route through school	Ongoing	Maintenance costs	Caretaker Premises Committee	School will be fully accessible for wheelchair users
Provision of wheelchair accessible toilets	Maintain wheelchair accessible toilets with clinical waste bins	Ongoing	Maintenance costs	Caretaker Premises Committee	School will be fully accessible for wheelchair users
Improvements to help the visually impaired/ hearing impaired	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint/ tape Trip hazards identified and addressed, with support from the Sensory Team where applicable. Adults to wear Edu Mic as and when required	Ongoing	Maintenance costs	Caretaker Premises Committee	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Maintain safe access around exterior of school	Ensure that pathways are kept clear of vegetation	Ongoing	Ongoing	Caretaker Premises Committee	People with disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school	Awareness of flooring, furniture and layout in planning for disabled pupils	Ongoing	Ongoing	Caretaker Premises Committee	People with disabilities can move safely around the school

<b>Access to Curriculum (Learning and Social)</b>						
All classrooms are Dyslexia friendly	Neutral display board covers Classrooms that are not too busy with displays on the walls Access to dyslexia pack as required	Ongoing	Maintenance costs	SENDCo SLT	Dyslexia friendly classrooms support all children and particularly dyslexic children	
To continue Implement and Embed ELKAN throughout school	Work with all staff, including new colleagues to implement ideas	ongoing	None	Speech & Language TA SENDCo Head	Decreased anxiety for children and better curriculum access.	
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	Ongoing		Head SLT SENDCo Class Teachers	Increased access to the curriculum Needs of all learners met	
Training for staff on increasing access to the curriculum for all pupils	Training from SALT team Access to courses, CPD from SES (Special Education Services). Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment; physiotherapists, OT, moving and handling advisors, Specialist nurse	In place and ongoing:	Training Costs	Head SLT SENDCo Class Teachers	Increased access to the curriculum Needs of all learners met	

<p>Effective use of resources &amp; specialised equipment to increase access to the curriculum for all pupils</p>	<p>Strategic deployment of support staff/intervention teacher Use of ICT, eg: Chrome Books</p> <p>Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (eg: from Sensory Support)</p>	<p>In place and ongoing:</p>	<p>Resources costs</p>	<p>Head SLT SENDCo Class Teachers</p>	<p>Positive impact on pupil progress Barriers to learning are removed</p>
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<p><b>Working with Parents</b></p>					
<p>Family Support Worker/ Pastoral Lead</p>	<p>Pastoral Team to attend local network meetings Create awareness of school support with families and staff Be responsive to needs identified. Class Teacher Termly meetings with parents/carers to review support plans Annual Review meetings with SENDCo for EHCP.</p>	<p>Ongoing</p>		<p>FSP Head SLT</p>	<p>Increased participation of 'hard to reach' families More trust and support between school and family</p>
<p>Effective communication and engagement with parents</p>		<p>Ongoing</p>			