Lawn Primary and Nursery School

Accessibility Policy and Plan

Policy Owner
SENDCo
Policy History

January 2021	created
January 2024	Amended and updated quite extensively
January 2025	Slight amends

Statutory: Equality Act 2010 Children and Families Act 2014 The SEND Regulations 2014 Guidance: SEND Code of Practice 2015	
Supporting Policies	
SEND Policy	Assessment Policy
Equality Policy and Equality Objectives Plan	Curriculum Policy
Inclusion Policy	
Teaching and Learning Policy	

The Equality Act 2010 provides three main duties towards disabled pupils:
- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled / SEND pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:
- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the School's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan which shows how the school will address the priorities identified in the strategy.

The purpose and direction of the school's strategy:
Vision and values
- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, 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.
Information from pupil data and school audit
- Pupil attainment and progress data will feed into the plan. The latest statutory information will be available on our website.
Views of those consulted during the development of the plan
- Stakeholders will be surveyed during reviews of the plan to ensure that their views are taken into account.

The main priorities in the school's plan :
Increasing the extent to which disabled/SEND pupils can participate in the school curriculum
- Increase access to the curriculum for pupils with a disability / SEND, expanding the curriculum as necessary to ensure that pupils are, as equally, prepared for life as their peers.
- 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.

Improving the physical environment of the school to increase the extent to which disabled/SEND pupils can take advantage of education and associated services

- Improve accessibility of 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 help pupils access education.

Improving the delivery to disabled/SEND pupils of information that is provided in writing for pupils who are not disabled
- Improve the delivery of written information and verbal information to pupils, staff, parents and visitors with disabilities/SEND. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Making it happen:
Management, coordination and implementation
- The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.
- Attached is an Action Plan, relating to these key aspects of accessibility. The plan will be reviewed and adjusted on an annual basis.
- We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
- The Accessibility Plan should be read in conjunction with other school policies and procedures.

Priority	Aims / Targets	Strategies / Action Required	Success Criteria	Timeframe	Staff Responsible
Access to the curriculum for all children	All children have access to the EYFS or National Curriculum. Children with additional needs including disabilities have additional support personalised to their needs, including the use of additional staff, interventions, resources, adapted tasks and personalised targets linked to external professional advice. Reviews occur every full term to assess the progress and support given to each child. Additional resources available for children within the classrooms including visual supports, fine and gross motor skill resources, written material to be available in different sizes if appropriate and possibly on different coloured paper. Strategic deployment of support staff to provide effective support for SEND children in and out of class Use of ICT, e.g.: Laptops, iPads use of Clicker 7 in order that children with SEND can record their ideas. Use of voice recording eg vocaroo. Purchase, supply and allocate other resources as needed, e.g.: sloping boards for writing, wobble cushions, pencil grips, adapted pens, adapted scissors, ear defenders, chew/fiddle toys etc. Exercise books with coloured paper and coloured overlays available to children who require them. Some children have work photocopied on coloured paper. Teachers asked to use coloured backgrounds on presentations and use appropriate fonts.	Continual review of resources in school and purchase further resources as needed. Teachers to action strategies and suggestions from outside specialist agencies to support children in class – possibly adding these to the relevant support plan(s). Embed the use of Clicker and Vacaroo Ensure TAs are trained effectively – continue to implement the training programme. Discuss the SEN budget and make proposals to reflect the needs of the current SEND cohort. Possibly consider hearing loop/sound field systems if recommended by Teachers of the Deaf.	Children have access to appropriate resources as needed and are able to access all areas of the curriculum.	Reviewed Annually Reported annually to Governors	SENDCo SLT All Class Teachers All Teaching Assistants

	All relevant SEND children have access to outside agencies and referrals are completed in a timely manner. The budget situation should not restrict access to such support. Relevant teachers use and know how to operate/maintain hearing technology (e.g., radio aids) and are able to ensure children with deafness have improved educational experiences. Also, teachers and teaching assistants know how to fit hearing aids and replace batteries in them. Teachers use guidance from Teacher of the Deaf. A wide range of training for staff to ensure they can support pupils with a range of needs. E.g.: Epipen training Intimate care policy and trained staff Training and advice taken from outside agencies eg Disabilities Advisory Teacher Access to courses e.g., Staff Meetings, TA Training schedule and National College Online Outreach support from local special schools Online resources for CPD shared with staff Ongoing guidance from specialists and school nurse Provision of other areas to help children with SEND access the school offer: Pastoral and Nurture support and ELSA provision Consideration of different start times and attendance expectations Timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Specific training in word processing skills e.g., through Dance Mat touch type programme Use of access arrangements for internal assessments and National tests				

| Children with disabilities to be able to access extra curriculum activities. | A range of lunchtime and after school clubs are available. Some of these are run free of charge by teachers and other activities are run by external providers, with a cost involved. Some in-house clubs include activities that are arranged by invite only e.g., homework club or can be arranged to invite identified children e.g., art club. Children with SEND should not be excluded from the above activities and reasonable adjustments should be taken in order for them to access these.

Providers will comply with all legal requirements. | A review to be completed of the attendance at clubs by children with additional needs, including the support that can be given by external club providers.

An analysis on numbers of SEND children attending clubs to be completed.

Ensure adaptations to be in place and made to try to help facilitate SEND children attending clubs, trips and residentials eg by having parents transport them or attend, or be flexible in the hours they attend eg not staying the night at residential

Look into possible funding for SEND child at ASC

Risk assessments will be completed if needed. | Increased access to the extra-curricular activities and clubs for all pupils with SEND. | Club List reviewed annually Findings reported annually to Governors | SENDCo

SLT

All class teachers and club providers |

		Purchase of any additional equipment required.			
The physical environment is accessible to all with reasonable adjustments available as required.	The school environment includes a lift, disabled toilet, a ramp for stairs meaning there is full accessibility for a range of physical needs. There is a disabled parking bay in the car park. Adaptations to classroom environments are made for each class to meet the needs of the children e.g., table layout/ positioning within the class The school environment is accessible for children, parents and members of the community. The school has wide corridors and these are kept as clear as possible. Awareness of furniture, floorings, blinds and layout when making purchasing decisions, in light of the needs of all children, especially those with SEND and additional needs. Continued upkeep and maintenance of the school buildings and grounds to ensure that it is safe for all members of the school community, including children with SEND. A process is in place for recording concerns and areas for improvement / repair. If a child's needs change for a short time (maybe due to an operation, injury or accident, then reasonable adjustments are made to ensure that child can still attend school and access all areas of the curriculum.	Individual support provided to children or adults as required e.g., help to reach library shelves or support for children sensitive to noise in the lunch hall eg ear defenders of the offer to eat elsewhere Risk assessments plans written for individual children as required. A review will be carried out by the site management team to identify and improve overall physical access to the school's grounds and buildings. Review of doors and how / when these can be opened to be completed. If in the future we have visually impaired members of the school community then we	Children, parents and visiting members of the community are able to access the physical environment effectively.	Annual review by Site Management Team and ongoing through risk assessments where required. Reported annually to Governors	SENCo SLT All members of staff including Site Manager

		would need to review signage around the school and the identification of hazards, under the guidance of the vision support team.			
Effective communication with parents / carers and members of the community.	Information from the school is available via a range of formats, including emails, parent mail message system, letters, website and phone calls as well as face to face informal and formal meetings. The school has an open-door policy so questions can be answered easily and effectively. Information from the school is available in range of formats to meet the needs of the school community. Photographs of all staff are available on the school website to support the identification of staff and their roles at school. Letters sent out by email available in printed format in the reception area. SEND News shared with parents each week. Parents and carers are involved and kept informed at all stages of the SEND process and graduated response. Their consent is gained for all referrals.	Investigate the need for a use of a range of languages and formats for parental communications and the website – investigate language options on the latter. Gather parent views via a survey to ask how they wish to receive information. Embed the new method (SWAY) for newsletters Engage some of the features of the new system – Bromcom – for communicating with parents	Children, parents and visiting members of the community are able to access information about the school effectively	Reviewed Annually Reported annually to Governors	All staff members Office staff SLT

		Meetings with all parents/carers, including children those with SEND children, to review progress and targets	Investigate ways to capture parent and child views on SEND Support Plans			
		Support plans and EHCP reviews are shared with parents. Parents are given guidance of some suggestions to try to implement at home to help their child.				
		Annual Review meetings with SENCo for children with an EHCP.				
		Meet the teacher sessions at the start of the year.				
		A range of parent / carer information meetings throughout the academic year.				
		Homework is presented in a grid with a range of options to choose from (many of these are practical or creative) – this ensures children with additional needs can be successful in the homework requirements too.				