



LAWFORD C OF E VA PRIMARY SCHOOL

ACCESSIBILITY PLAN 2024 – 2028 (updated Apr 26)

Accessibility Scheme and Plan Vision

All schools are required under the Equality Act 2010 to have an accessibility plan. The Equality Act 2010 and Schools document (May 2014) states:

Schools' duties around accessibility for disabled pupils

4.28 Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

4.29 Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

4.30 Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school improvement plan.

Information about Pupil Data

Pre-school Transfer

Information regarding the needs of incoming children is gathered initially from their pre-school or nursery teachers before transition into the Foundation Stage. This includes details of any disabilities which might impact on any child's learning and full participation in school life. This is supplemented by details from parents regarding any medical conditions, disabilities and medication.

Register of Special Educational Needs and Disabled Pupils

This is held by the school and is confidential. It will be shared as necessary with the teaching staff and other employed adults who need this information. Information about each pupil and their needs is provided for all staff, along with training where required. Specialist teachers visit the school and advise the SENCo, pupils, teachers and parents on how barriers to learning can be overcome and/or how to create a safe environment: this is evident in their Individual Care Plans (ICPs) or Education and Healthcare Plans (EHCP) where these are required.

For pupils with a special need or who are coping with a disability, their views and aspirations as well as that of their parents will be formally gathered annually, and/or as part of an ICP and an EHCP review to establish what is going well. This includes the opportunity to express any concerns or queries they may have regarding their child's progress and the provision in place for them. During the development of this plan, staff, governors, pupils and their parents are invited to give their views on how the school could improve accessibility for its disabled population. This information informs the accessibility plan and identifies new priorities for the school in this area.

The Implementation Strategy

Responsibility for the implementation of the plan and scheme lies with the Governing Body and Senior Leadership Team who will investigate funding opportunities and monitor the plan and scheme in terms of timescale.

Positive Attitudes to Disability

We aim to promote tolerance and understanding with respect to the diversity of our community. The school has therefore set the following priorities for the development of the vision and values that inform the plan as detailed above with a commitment to taking a pro-active approach to making reasonable adjustments involving current and subsequent identified needs of disabled persons in the full knowledge:

“That while many individuals have physical or sensory impairments, learning difficulties or are living with mental health problems, it is in many cases the way society responds to these attitudinal and environmental barriers which can increase the level of disadvantage and not the disability itself.” The school will identify all staff development needs in order to promote disability awareness and the acquisition of skills to respond positively to all members of the community with a disability.

Within the curriculum, positive attitudes to disability will be encouraged within PSHE lessons and through whole school and class assemblies to support the recognition and celebration of diversity.

Statutory Duty with regard to Equal Opportunities

The school will take steps to ensure it delivers equality of opportunity and eliminates discrimination through the Accessibility Plan, School Improvement Plan, associated school policies and school prospectus of the Governing Body

1. We are committed to providing an 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.
2. Lawford C of E Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary in conjunction with the Local Authority. This covers improvements to the physical environment of the school and physical aids to access education. Where there is an EHCP the school will work with the local authority for it to meet its legal duty to provide the necessary funding to meet the provision for the child as set out in section F of their EHCP.
 - 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 able-bodied pupils. 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. The Local authority Physical Needs Inclusion team will support the school in providing specialist advice and equipment.

- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events.
4. Attached is the action plan, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every four years.
 5. The plan will be monitored by the Governors.

LAWFORD C OF E VA PRIMARY SCHOOL DISABILITY ACCESS PLAN - SUMMER 2024 – SPRING 2028

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
<p>ACCESS TO CURRICULUM</p> <p>Ensure access to mobile computer technology appropriate for pupils with disabilities.</p>	<p>In line with SIP – aim to develop 1:1 Devices for all in year 4 and above and additional devices to be procured where required in year 3 and KS1. – leasing options to be explored from Sep 25.</p>	<p>Class set a year til 2024. Two sets a year from Sep 2025.</p>	<p>c. £6000 pa c. £1200 pa from 2025 2026 increase to £1400 fr lease and one off buy £7500.</p>	<p>HT</p>	<p>HT Resources committee</p>	<p>Children able to access work /instructions using online tools e.g. Immersive reader dictation tools Word online – changing font and colour backgrounds</p>
<p>ACCESS TO CURRICULUM</p> <p>Reflect identified areas of need in lesson planning and delivery to enable all children to operate at the level they are capable of ensuring</p>	<p>Incorporate resources to support individual needs into all planning, e.g. coloured overlays, coloured background for IWB, left-handed grip pens, dyslexic friendly exercise books,</p>	<p>Ongoing</p>	<p>£150 per class</p>	<p>All staff</p>	<p>SLT SEND Link Governor</p>	<p>Improved access to all areas of the curriculum and testing/SATS for all pupils enabling them to fulfil their true potential.</p> <p>Individual needs are met – educational psychologists</p>

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
disability does not inhibit their performance or outcomes	enlarged texts (especially in test) Modified papers Ongoing programme of staff training in disability awareness to reflect diverse needs of children across the school.	Ongoing CPD as identified through annual CPD programme	£500	Teachers, LSAs, TAs	SENCo	recommendations are put into practice Staff feel skilled in meeting the needs of, e.g. children with dyslexia, autism or medical needs
SCHOOL BUILDINGS Ensure that access to school buildings and site can meet diverse pupil needs, especially those with medical and accessibility needs	All buildings to be wheelchair accessible. Facilities for intimate care to be maintained	Ongoing	Annual check of lift and raised changing bed. £500 Lift maintenance and checks £3000 pa	HT, SBM and Premises Manager	FGB	Access to school buildings and site is improved and accessible by all. Children and adults feel included and can go about their daily life without obstruction or issues.
CLASSROOMS Ensure that classrooms are optimally organised for disabled pupils and pupils with medical needs (within current budget restraints)	Plan classrooms in accordance with pupil need, for example, workstations for children with autism. Organise resources within classrooms to reflect pupil need.	Ongoing	£500 pa	All class teachers SENCO SLT	GB	Appropriate use of resources for diverse needs of pupils with disabilities to enable all children to feel included. To have a space away from the general hubbub of the

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Identify place for children to experience peace and calm.	Incorporate accessibility into any proposed structural changes.	In conjunction with PTA by 2028 – to be installed May 2026	£12000	HT		school day; a physical space and calming environment.
	Develop a nurture space outside of the existing building if electrical load allows.			SLT		
	Develop therapeutic Forest school sessions			HT/SENCo		
Parking	Ensure school maintains disabled parking on its site Current bay via Long Road – to be repainted	End 2026	£300	Caretaker	Resources Committee	Signage is visible

Physical environment:

The list below is not exhaustive and other items may become apparent. When allocating priority ratings due consideration has been given to the individual pupil/member of staff and the general public.

Area	Recommendation	Priority	Cost	Timescale/Achieved
Toilets	❖ The children's toilets have push taps in the original building - consider paddle type when funds are available to refurbish toilets.	D	OG	
Internal Building Original building	<ul style="list-style-type: none"> ❖ Access & egress from the 4 lower school classrooms are all with a step. Not suitable for wheelchairs. ❖ Same for the double doors: long corridor by the cleaning cupboard ❖ Consider the use of the alternative blue kick plates, push pull door furniture. 	D	CC	3 lower school classrooms are accessible and will be used – EYFS has ramp to one of classrooms (Sep 22) Access to building via 'the studio' and classes along 'KS2 playground'
Walls	❖ When repainting classrooms and corridors consider different tones/tints to achieve a minimal light elective value of 30 points	C	OG	Scheme in old building will be matched to the new (which is compliant) on a rolling programme.
Training	❖ Improve disability awareness and etiquette training and consider basic manual handling training for staff working with disabled pupils	A	OG	Staff working with those that need manual handling are trained prior to working with children who need this support. Last training via acorn village Jul 2026.

Priority Ratings

Priority A: Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

Priority B: Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C: Where action is recommended within 12 - 24 months to improve access.

Priority D: Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

Keys for Cost:

Budget costs have been included in the form of bands: N – None M – Minimal OG – Ongoing Maintenance CC – Considerable Cost