

LIGHTWOODS PRIMARY ACADEMY

Accessibility Policy and Plan 2023-2026

At Lightwoods Primary Academy, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Lightwoods Primary Academy promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment

- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

Aims:

- To increase the extent to which pupils with a disability can participate in the curriculum
- To improve the physical environment of the school to enable pupils and families with disabilities to take better advantage of the facilities and services provided
- To improve the availability of accessible written information

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

The accessibility plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Whole staff training will recognise the need to continue to raise awareness for staff and governors on equality issues with reference to the Equality Act 2010.

It may not be feasible to undertake all of the works during the life of the Accessibility Action Plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school towards the end of each period covering the plan, and will be used to inform to actions of any subsequent plans.

Legislative Compliance

This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.

Definition of Disability:

Under the Equality Act, 2010, you are classed as disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The purpose and direction of the school's plan: vision and values

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

We provide all pupils with a broad and balanced curriculum, which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum.

Drawing up an action plan:

The three areas to be considered in this plan are:

a) Improving Education and related activities

The school will continue to seek the advice of LEA services, such as professionals from Inclusion Support, and of appropriate health and wellbeing professionals from the local NHS Trusts.

b) Improving the Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, and colour schemes, and more accessible fixtures and fittings.

c) Improving the provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Education and related activities:

The school will continue to seek and follow the advice of appropriate specialists.

The school's SENDCO, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities. This may include the deployment of teaching assistants appropriate to facilitate participation.

Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Provision of Information:

The school will make itself aware of local services, including those provided through the LA and Shireland Collegiate Academy Trust, for providing information in alternative formats when required or requested.

Current Provision:

The school currently has an average of 20% of pupils on the SEN register with varied needs. The Special Educational Needs of the pupils include a range of language difficulties, including Speech, Language and Communication difficulties, social, emotional and mental health needs and medical needs, such as allergies and specific medical needs.

The school has physical access to the main entrance and there are disabled toilet facilities. Pathways of travel around the school site and parking arrangements are safe. School fences are closed during the school day to prevent vehicles and unauthorised persons entering the site. All play areas are fenced off from the car park.

Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the playground. We will review the provision of a visual alarm should the need arise. Pupils/staff with additional specific needs have personal evacuation plans (PEEPs) in place. These are reviewed annually.

Furniture and equipment are selected as standard, age related as appropriate. Where further specialist furniture is needed, this is sought with support from agencies and Inclusion Support.

All pupils are encouraged to take full part in all areas of the curriculum. Pupils with disabilities are included in drama productions, music, PE and assemblies.

School visits, including residential visits, are made accessible to all children, irrespective of attainment or impairment.

Teachers and Learning Support Practitioners attend SEN courses as appropriate to support specific needs. Teachers work closely with LSPs to address pupil Individual Teaching Plan targets and liaise with specialist and support services.

Lessons provide opportunities for all to succeed through inclusive plans that are adapted to meet the needs of all pupils.

Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties, who may have difficulties reading or copying from the board, are given printed copies of texts, or information is written down for them.

We have a clear policy on the administration of medicines with trained staff. There is a register of children with medical needs, and children with specific or complex needs have individual care plans in place, which are reviewed annually. Lists of these children are given to class teachers and stored in classrooms.

Epi-pens and inhalers are always taken on visits and trips out of school. Staff trained in first aid accompany all trips and special arrangements for children who require them, are made clear and explicit on the risk assessments.

Targets	Strategies	Responsibilities	Timescales	Success Criteria
Increase access to the curriculum for pupils with a disability				
To liaise with preschool providers and education establishments to prepare for the new and midyear transfer of pupils each year.	To identify pupils who may need adapted or additional provision.	EYFS leader, SENCo, class teachers and SLT.	Preschool May to July Ongoing for midyear transfers.	Develop relationships so that appropriate provision can be put in place for when children start EYFS and ensure smooth transfer for midyear transfers.
To review policies to ensure they reflect inclusive practices and procedures.	To comply with the Equality Act 2010.	Principal, SLT and Standards & performance committee.	Ongoing.	All policies clearly reflect inclusive practice and procedures.
To establish and maintain close liaison with outside agencies and families of pupils with additional needs.	To ensure collaboration between all key personnel and sharing between the Academy and families is efficient.	Principal, SLT, Teaching staff and outside Professionals.	Ongoing.	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning. Ensuring staff training needs are identified and put in place.
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra curriculum provision.	Create personalised risk assessments and access plan for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure actions including emergency evacuation procedures, are	SLT, SENDCo and all teaching staff, extracurricular service providers and education visit settings.	Ongoing.	Evidence that appropriate considerations have been made.

	clear and that staff are capable of carrying them out.			
Targets	Strategies	Responsibilities	Timescales	Success Criteria
Adaptations to the curriculum to meet the needs of individual learners.	Pastoral support, lesson adaptations. Speech and language programmes. Access arrangements for assessments and National tests.	SENDCo and class Teachers.	Ongoing.	Needs of all learners met enabling positive outcomes.
Appropriate use of specialised equipment to benefit individual pupils and staff.	Coloured overlays for pupils with visual difficulty. Reading Rulers specially, shaped pencils and pens for pupils with grip difficulty. Use of wedge / wobble cushions, chew toys and fiddle toys.	SENDCo and class Teachers.	Ongoing.	Needs of all learners met enabling positive outcomes.
Improve educational experiences for hearing and visually impaired pupils.	Consult sensory support team. Use of magnifies, Braille keyboards, enlarged reading material. Radio aids, consider hearing loop, consult with Hearing Impairment team. Resources implemented for individual needs.	All class teachers SENDCo.	Ongoing.	Increased access to the curriculum with staff trained on how to use equipment and the learning experience of pupils enhanced.
Improve and maintain access to the physical environment				

Improve the physical school environment.	The Academy will take account the needs of pupils and families with physical disabilities and sensory impairment when planning and undertaking future improvements and refurbishment of the site and premises such as Access, Lighting, colour schemes, Ramps, wheelchair accessible toilets, signage, parking bays and wheelchair access to enable visitors, families and pupils to access all areas.	Principal and SLT	Ongoing	Evidence that appropriate considerations have been made where physical school improvements have been made
Ensure that reasonable adjustments are made for pupils and families with a disability, medical condition or other access needs.	Create personalised risk assessments, Personal evacuation and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensuring actions including emergency evacuation procedures are clear and that staff are capable of carrying them out.	SENDCo, Principal, SLT and outside Agencies.	Ongoing.	Inclusion for all pupils. Safe evacuation in an emergency.
Improve the delivery of information to pupils with a disability.				
To enable improved access to the written information	Create and offer information in alternative formats. Access arrangements are	Principal, SENDCo and teachers.	Ongoing.	Evidence that all appropriate and reasonable adjustments have been made.

for pupils, families and visitors.	considered and put into place for statutory testing.			
Ensure that reasonable adjustments have been made for parents with disability, medical or other access needs so as they can fully support their child's education.	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible such as: Hearing loops, Large print resources, internal signage, pictorial or symbolic representation.	Principal, SENDCo, teachers and SLT.	Ongoing.	Evidence that all appropriate and reasonable adjustments have been made so that parents can fully support their children in their education.

Appendix 1

Accessibility Audit

Clent Road

Feature	Description	Actions Taken	Person Responsible	Date Completed
Number of stories	2			
Corridor Access	3			
Lifts	0			
Parking Bays	6 outside school site including disabled.			
Entrances	1 main, 1 EYFS,			
Ramps	3			
Toilets	1 disabled			

Reception Area	1			
Internal signage	All emergency exits and call points clearly marked			
Emergency Escape Routes	5			

Castle Site

Feature	Description	Actions Taken	Person Responsible	Date Completed
Number of stories	2			
Corridor Access	4			
Lifts	0			
Parking Bays	30 plus 1 disabled			
Entrances	1 main			
Ramps	1			
Toilets	2 disabled access			
Reception Area	1			
Internal signage	All emergency exits and call points clearly marked			

Emergency Routes	Escape	6				
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