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Amadeus
Primary Academies Trust
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Limitless Learning Together

Holy Trinity Lamorbey CE Primary School Accessibility Report and Development Plan

Table of Contents

AIMS	3
LEGISLATION AND GUIDANCE	3
ACTION PLAN	4
MONITORING ARRANGEMENTS	6
LINKS WITH OTHER POLICIES	6
APPENDIX 1: ACCESSIBILITY AUDIT	7

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

Increase the extent to which disabled pupils can participate in the curriculum

Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Holy Trinity Lamborbey's vision is "Transforming Lives, Building Futures" and this applies to every pupil in our school. Holy Trinity Lamorbey Primary School regards barriers to learning physical and pedagogical as structural weaknesses that disable the pupil rather than any particular need or physical impairment. Our mission is to remove these barriers and build pedagogical structures that make excellence accessible to all in order to engage and inspire our learners.

The plan will be made available online on the *school website*, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

This policy is written with consideration to the Amadeus Primary Academies Trust Equality and diversity Policy and Equal Opportunities Policy.

The Amadeus Primary Academies Trust complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>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 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. Celebrate anti-bullying week annually including</p>	<p>To improve pupil awareness and understanding of disability.</p>	<p>Review curriculum resources to include examples of people with disabilities as part of the program of study</p> <p><i>Charity work in school to focus on charities associated with disabilities represented in our school.</i></p> <p><i>Parents and children to be informed about Achondroplasia from the pupil's perspective.</i></p>	<p>A Twyman/ A Gallagher</p>	<p>End of Academic year</p>	<p>Program of study will include learning about the successes of people with disabilities</p> <p>Pupil voice surveys will show an improving attitude towards and understanding of those with disabilities</p> <p>Incidents of discrimination-based behaviours will remain low or fall further</p>

	a focus on disability discrimination at an age appropriate level				End of Academic year see SDP for milestones	See SDP
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: Ramps at the front of the building and in EYFS Corridors are kept tidy and free of obstructions A disabled parking bay is provided A disabled toilet and changing facilities are available for pupils	The school currently has good access at the front of the building to meet the physical needs of all its pupils. However, additional ramping will be required at the rear of the building to improve access to the playground and fire exits in Y1 - Y6 classrooms during the next 6 years. The school's procedures for pupils with medical conditions will identify through health care plans those pupils who will require adaptations to be	Explore grant sources for adaptations	A Twyman	Adaptations to be made to Year 1 by Jul 2019, Year 2 by Jul 2020, Year 3 by Jul 2021.	Pupils with physical needs able to use fire exits and playground exits independently.
Improve the delivery of information to pupils with a	Our school uses a range of communication methods to ensure information is accessible.					

disability	<p>This includes: Large print resources for those that require them Pictorial or symbolic representations including use of Makaton symbols Front Row Juno "Soundfield" System in 3 classrooms and the hall to provide amplification for hearing impaired pupils.</p>	made.				
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Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by The Head Teacher

Links with other policies

This accessibility plan is linked to the following policies and documents:

APAT Health and safety policy

APAT Equality information and objectives (public sector equality duty) statement for publication

Special Educational Needs (SEN) policy and information report

Supporting pupils with medical conditions policy

APAT Equality and Diversity Policy

APAT Equal Opportunities Policy.

Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single storey throughout	None	A Twyman	n/a
Corridor access	Wide and flat throughout apart from internal access to Y4 where a lift (decommissioned) is situated. Corridors kept clear and accessible. Stepped risers throughout building. Not currently preventing access to a pupil from front of building.	Ramps inspected regularly to make sure they are in good working order.	A Twyman	Annually or more regularly if admissions require
Lifts	Wheelchair lift (currently decommissioned) provides internal access to Year 4 classrooms.	Arrange recommissioning of lift if in year admission requires this.	n/a	n/a
Parking bays	One bay provided in school car park in close proximity to level access to front office	None	A Twyman	Review as part of this policy annually in case of changes in need

Entrances	Front entrance is level.	Review access to After School Club external door as one small step	A Twyman	End of the academic year
Ramps	Permanent ramps provided to playground from Year 1 corridor.	Ramped access currently meets requirements of school population. Ramps inspected termly by site manager with defects reported to HT. Explore grants to fund ramps to Year 1 fire exits and reduce gradient of ramp to playground from Year 1 corridor as a priority. Then provide ramps to Years 2 and 3 in subsequent years.	A Twyman	Year 1 improvements to be made by end of academic year.
Toilets	Large disabled access toilet and available in school on continuous level from entrance	None required. Review annually or in light of in year admission as may be necessary	A Twyman	n/a
Reception area	Level access to front office with double door access.	None		
Internal signage	Internal signage to be provided to direct to key school areas (KS1 area, KS2 area etc)	Plan additional signage	A Twyman	2019-20 Academic Year
Emergency escape routes	Escape routes throughout, emergency lighting provided. Emergency escape doors provided with slam bars. Regular drills	Statutory checks of fire equipment conducted annually Annual fire risk assessment carried out and actioned each year	A Twyman	n/a

	conducted, reviewed in line with physical needs of school community as may be necessary.			
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