



# Accessibility Plan

## Document Control:

<b>This document has been approved for operation within:</b>	Apex Collaborative Trust		
<b>Status</b>	Statutory		
<b>Owner</b>	Executive Headteacher/Head of School		
<b>Date effective from</b>	05/09/2025	<b>Date of next review</b>	05/09/2028
<b>Review period</b>	3 years	<b>Version</b>	2

Version	Changes identified

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## **Introduction**

At Laneshaw Bridge Primary School 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.

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of 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.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

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 to ensure the accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

At Laneshaw Bridge Primary School we have a general duty to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination;
- eliminate harassment related to a disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favorably than other people.

## **Definition of Disability**

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.

## **Key Objective**

To reduce and eliminate barriers to accessing the curriculum and so lead to full participation in the school community for students, prospective students, staff and visitors with a disability.

## **Our Aims**

The school plans, over time, to increase the accessibility of provision for all students, staff and visitors to the

school. The main priorities in the school's plan will be in the following areas:

- Ensuring that the physical environment of the school which has been designed to accommodate all abilities remains accessible to all.
- Ensure access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Disability Discrimination Act. 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.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, 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.

## **Action Plan**

Attached are three audits of current provision relating to these three key areas of accessibility that are highlighted above.

Note that these plans also have an action required section with future planned action detailed. Information about our Accessibility Plan will be published on the school website and copies made available to parents on request.

The future planned action work will be overseen and coordinated by the Local Schools Committee and by the head teacher.

Evaluation of the progress of the plan will be made by the full governing body through an annual report by the relevant sub-committees.

The advice and support of the Local Authority SEND team will be sought in implementing the plan and in the development of any capital related work at Laneshaw Bridge Primary School.

The Plan will be monitored by Ofsted as part of their inspection cycle.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three -year plan period in order to inform the development of the new Plan for the following period.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The School's complaints procedure covers the Accessibility Plan

## Section 1 PHYSICAL ACCESS

Objective	Action	Timescale	Responsibility	Success Criteria	Review
	<p>a) Ensure there is a personal emergency evacuation plan (PEEP) for all disabled pupils.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation by being aware of individual</p>			All disabled pupils and	
	<p>children's information and/or needs.</p> <p>c) ensure there are enough fire exits around school that are</p>		Head Teacher /	<p>staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help</p>	
	suitable for people with a disability.	Updated September	Assistant Head Teacher /Operations	in the event of an evacuation.	
Ensure all disabled	d) ear defenders	2025 and annually	Manager/ SLT / SEND Co	Disabled people in wheelchairs can be	
people can be safely evacuated.	available for children with sensory needs	3-yearly	Headteacher to remind staff	evacuated quickly and easily	Following each fire drill
Ensure that all disabled people have access to all areas of the	Ensure that all furniture is positioned in a way that allows	Ongoing	Headteacher/staff	All people with disabilities can access school	On going
building.	movement/ access for wheelchairs.				

## Section 2: Curriculum

Objective	Action	Timescale	Responsibility	Success Criteria	Review
Ensure all have specific training on disability issues	Identify training needs and address as need at regular meetings. Staff to communicate any needs as they arise if they feel training is needed/refreshing.	On Going	All Staff / SEND Co / Headteacher / Assistant Head Teacher	Raised confidence of all staff. Disabled pupils are supported appropriately to enhance their access to the curriculum.	Ongoing as needed
All school visits and trips need to be accessible to all pupils.	Ensure venues and means of transport are vetted for suitability prior to trips being arranged. Ensure adjustments are made where needed to ensure all children can access school trips. Develop guidance on making trips Accessible  Risk assessments to be in place for children with disabilities	On Going	EVC / SEND Co / All Staff	All pupils are able to access all school trips and take part in a range of activities.	September 2028

Review PE curriculum to ensure PE is accessible to all pupils	SEND/PE coordinator check PE curriculum and equipment to include disability sports where needed. Check support and adult training as needed to enable access for	Ongoing	PE coordinator SENCo Headteacher	All pupils have access to PE and are able to excel individually.  1:1 support as required Staff appropriately	On going monitoring and adapting as necessary as issues
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	disabled pupils			trained to support	arise
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with Out of School Club staff, and people running other clubs after school. Support would have to be available – especially after school.  Review training as needed with staff.  All staff to make adjustments to clubs and activities to suit the needs of disabled pupils as required.	As required	Headteacher SENCo	Disabled children feel able to participate equally in out of school activities.	As required
Develop links with specialists	Contact Pendle View Primary School to develop the knowledge	Ongoing	SENco	Increased understanding of the opportunities	September 2028

	<p>and understanding of physical and mental disabilities and how they can be supported in school</p> <p>Work with ADys Specialist Ltd fortnightly on how to support the needs of children in school</p> <p>Work with specialists who support individual children in school</p>		<p>Headteacher</p> <p>All staff</p>	<p>available to disabled children</p>	
Review curriculum areas and planning to include disability issues.	Include specific reference to disability equality in all curriculum reviews.	ongoing	<p>SENCo</p> <p>Headteacher</p> <p>Curriculum leads</p>	Children to access a range of disability issues within different curriculum areas	September 28

<p>Ensure all staff, (teaching and non-teaching) are aware of disabled children's curriculum access.</p>	<p>Set up a system of provision map for disabled children when appropriate.</p> <p>Share information with all agencies involved with each child.</p> <p>Use of EEF 5 a day principles</p> <p>Clear provision based on needs of pupils recorded and reviewed in provision mapper</p>	<p>ongoing</p>	<p>SENCo Class teacher</p>	<p>All staff are aware and adapt teaching to meet individual needs</p>	<p>September 2028</p>
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**Section 3: Access to Information**

Objective	Action	Timescale	Responsibility	Success Criteria	Review
To have options available to be able to provide key documents and policies in different formats or languages as needed	To research options / availability to have documents translated in to relevant languages as needed	ongoing as needed	Headteacher Bursar	All people feel they are welcome in school and information is accessible to all	September 2028
To ensure information provided during parents evening and other	To check with parents that they can access information or require	On going	All staff	All stakeholders have access to information provided by staff that is easily understood.	Ongoing