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Accessibility Plan

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| **This document has been approved for operation within:** | Apex Collaborative Trust | | |
| **Status** | Statutory | | |
| **Owner** | Executive Headteacher/Head of School | | |
| **Date effective from** | 5th September 2025 | **Date of next review** | 5th September 2025 |
| **Review period** | 3 years | **Version** | 2 |

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| **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 favourably 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 co-ordinated 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**

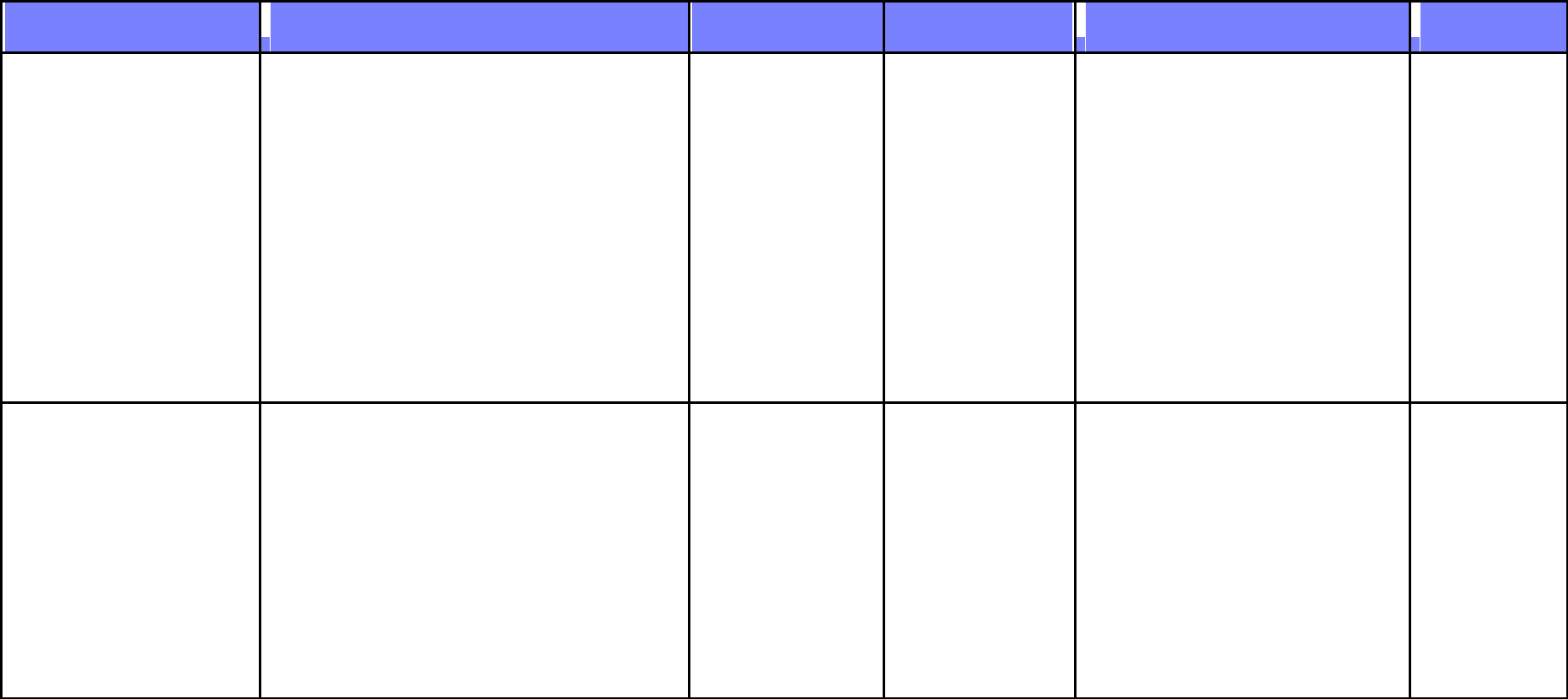
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| Objective | Action | Timescale | Responsibility | Success Criteria | Review |
|  | 1. Ensure there is a personal emergency evacuation plan (PEEP) for all disabled pupils. 2. Ensure all staff are aware of their responsibilities in evacuation by being   aware of individual |  |  | All disabled pupils and |  |
|  | children’s information and/or needs.  c) ensure there are enough fire exits  around school that are |  | Head Teacher / | staff working with them are safe in the event of a fire. There is constant supervision  for disabled children who would need help |  |
|  | 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 Technical Fire Report | 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**

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| Objective | Action | Timescale | Responsibilty |  | 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 2027 |
| 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 | Discuss with Out of School Club | As required | Headteacher | Disabled children feel | As required |
| children can take | staff, and people running other | SENCo | able to participate equally |
| part equally in | clubs after school. Support would | in out of school activities. |
| lunchtime and | have to be available – especially |  |  |
| after school | after school. |  |  |
| activities | Review training as needed with |  |  |
|  | staff. |  |  |
|  | All staff to make adjustments to |  |  |
|  | clubs and activities to suit the |  |  |
|  | needs of disabled pupils as |  |  |
|  | required. |  |  |
| Develop links with | Contact Pendle View Primary | Ongoing | SENco | Increased understanding | September |
| specialists | School to develop the knowledge | Headteacher | of the opportunities | 2027 |
|  | and understanding of physical | available to disabled |  |
|  | and mental disabilities and how | All staff | children |  |
|  | they can be supported in school  Work with ADys Specialist Ltd fortnightly on how to support the needs of children in school  Work with specialists who support individual children in school |  |  |

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| Review curriculum areas and planning to  include disability issues. | Include specific reference to disability equality in all curriculum reviews. | ongoing | SENCo  Headteacher Curriculum leads | Children to access a range of disability issues within different curriculum areas | September 26 |
| Ensure all staff, (teaching and non- teaching) are aware of disabled children’s  curriculum access. | Set up a system of provision map for disabled children when appropriate.  Share information with all agencies involved with each  child.  Use of EEF 5 a day principles  Clear provision based on needs of  pupils recorded and reviewed in provision mapper | ongoing | SENCo  Class teacher | All staff are aware and adapt teaching to meet individual needs | September 2026 |

**Section 3: Access to Information**

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| Objective | Action | Timescale | Responsibility | Success Criteria | Review |
| To have options | To research options / availability | ongoing as | Headteacher | All people feel they are | September |
| available to be | to have documents translated in | needed | Bursar | welcome in school and | 2027 |
| able to provide key documents and | to relevant languages as needed. |  |  | information is accessible to all. |  |
| policies in different |  |  |  |  |  |
| formats or |  |  |  |  |  |
| languages as |  |  |  |  |  |
| needed. |  |  |  |  |  |
| To ensure | To check with parents that they | On going | All staff | All stakeholders have | Ongoing |

information can access information or require access to information and as support to access info

provided by staff that is easily understood and

provided during

parents evening comprehensible to all.

and other meetings is accessible to all

required