

Lynnfield Primary School
Accessibility Plan

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1. Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing body of Lynnfield Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Executive Headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Review Date: August 2021

Reviewed by: C.Lakin

Approved by Governors:

Next Review Date: August 2022

Planning duty 1: Curriculum

Federation Governing body should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Pupils with Cognition and Learning as an area of need make limited progress in reading, writing and maths due to the whole school assessment system being too broad	Re-write the assessment for maths to include small steps of progress a pupil can make	SENDCO LF/GF Local Authority Primary Advisor	Spring 2022	All teachers are aware of pupils with Cognition and Learning needs and will seek support where appropriate to map the pupil's learning onto the small steps assessment, therefore ensuring all pupils make progress in learning.	Summer 2022

Planning duty 2: Physical environment

Federated Governing Body should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	To ensure the school's personal care environment is accessible	To install a changing station within the nursery environment	Occupational Therapy and Local Authority	Autumn 2021	School is aware of the need to have a changing station for pupils and will seek to provide one through the support of the OT and LA	Spring 2022

Planning duty 3: Information

Federated Governing Body should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	School is aware that pupils arrive to school having transferred from other countries, where the assessment system in place does not provide sufficient detail for an initial assessment	School have sourced and purchased a subscription to Flash Academy, which offers a baseline assessment followed by a tailored programme of support to encourage pupils with EAL to make rapid progress within their English language, reading and writing skills.	SENDCo & Inclusion Lead	Autumn term 2021	Successful identification of early needs will take place and pupils will receive bespoke learning that meets their individual needs.	Summer 2022
	Verbal and written communication for parents with EAL is not always understood due the language barrier	School seeks to provide ESOL classes for parents and the local community to access	SENDCo & Inclusion Lead	Autumn 2022	A wider range of parents will have access to and understand verbal and written communication from school	Summer 2023