

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 2024**

**Reviewed by: C.Lakin**

**Approved by Governors:**

**Next Review Date: August 2025**

## 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
<b>Short term</b>	Pupils who are academically 2 years below their chronological stage with Cognition and Learning and/or Communication and Interaction as an area of need make progress in reading, writing and maths due to the whole school and small steps assessment system being too broad their progress is not always evident	Introduce and embed PIVATs assessment for pupils working 2 years below their chronological age.	SENDCO LF/GF	Autumn 2024	All teachers are aware of pupils with Cognition and Learning and/or Communication and Interaction needs and will seek support where appropriate to map the pupil's learning onto the PIVATs assessment, therefore ensuring all pupils progress in learning is tracked effectively.	Summer 2025

## 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
<b>Short term</b>	Access to transport for trips and sporting activities/events	To ensure school are working in collaboration with local disability transport services	SENDCo & school admin  Local disability taxi company	Autumn 2024	School is aware of the need for all pupils to be able to have access to out of school trips/activities and events. School will ensure that appropriate wheelchair accessible transport is booked to enable access.	Spring 2025

### 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
<b>Short term</b>	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. School offer ARP and outreach support for other Hartlepool schools to be able to further develop their own provision.	SENDCo & Inclusion Lead	Autumn term 2024	Successful identification of early needs will take place and pupils will receive bespoke learning that meets their individual needs. Schools within Hartlepool will have access to the provision at Lynnfield and will be able to request outreach support from the team.	Summer 2025