



**Lincoln Bishop King CE Primary School**

Dream big. Love God. Live well.

# **Accessibility Policy**

**Policy accepted by Governors: 8<sup>th</sup> December 2022**

**Next Review (3 years): December 2025**

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

The Equality Act 2010 provides a single, consolidated source of discrimination law, which applies to all schools. Schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, or sexual orientation. In addition, Lincoln Bishop King Church of England Primary School acknowledges our non-discrimination and planning duty under the Disability Discrimination Act 1995, as amended by the Special Educational Needs and Disability Act 2001 (SENDA).

A disability is defined as a 'physical or mental impairment, which has a substantial and long term adverse effect on a person's ability to carry out normal day to day activities. (Equality Act 2010). Some specified medical conditions, such as HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

### **Key Objective**

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the **school curriculum**;
- Improving the **physical environment** of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of **information, which is provided** in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

#### **1. Vision, Values & Aims**

The school aims to give equal opportunities to all pupils whatever their religion, culture or ability.

The school aims to remove any barriers to learning for disabled pupils and staff and ensures all people within the school achieve their ambition and aims.

- 1.1 An audit of pupil and staff data will be undertaken and analysed. This should indicate the strengths and weaknesses in our working with disabled pupils and staff.
- 1.2 Review anti-bullying, admission, risk assessments, administration of medicines, equal opportunities policies to ensure these reflect the impact on disabled pupils/staff.
- 1.3 Consult all disabled pupils/staff and representatives, volunteers during the development of the plan.

#### **2. The main priorities in the plan should be**

##### **2.1 Increasing the extent to which pupils can **participate in the curriculum** by:**

- Focus on chosen curriculum areas over time
- Co-ordinate the priorities in to SDP
- Draw on expertise of language specialists, educational psychologists
- Focus on medium term planning
- Clear assessment in line with the National Curriculum
- High expectations
- Appropriate support
- Pupil grouping and peer support.

Disabled pupils need access to all areas of the curriculum of school including activities beyond the school day:

- Recreation
- Movement around school
- Special events - sports days, visiting theatres etc
- Breakfast and after school clubs
- School visits.

- 2.2 Improving the **physical environment** of the school to increase the extent to which disabled pupils can take advantage of education and other services.

These might include:

- Changing floor coverings
- Improvements to lighting, signage, colour contrast
- Improvements to toilets
- Changes to playground layout
- Provision of ramps/lifts
- Provision of particular furniture or equipment.

- 2.3 Improving the delivery to disabled pupils of **information that is provided** in writing for pupils who are not disabled. This may include:

- Hand-outs, timetables, information about school events
- Audio tapes
- Large print
- Braille
- Pictures/symbols
- Sign language.

### 3. Making it Happen

The Governing Body takes responsibility for the Accessibility Plan and reviews it and reports on it annually.

The plan will reflect in the SDP, Professional Development Plan, SEND, Asset Management and Health and Safety Policies.

---

## ACCESSIBILITY ACCESS PLAN

Targets	Strategies	Timescale	Responsibility	Success criteria	Monitoring
<b>Equality and inclusion</b>					
To ensure that the accessibility plan becomes an annual item at the FGB meetings.	Clerk to Governors to add to list for FGB meetings	Annually	Governors	Adherence to legislation	Headteacher/ Governors
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as needed.	On-going	SENDCo	Whole school community is aware of issues. School is fully inclusive and all pupils' needs are catered to.	SLT
<b>Physical environment</b>					
Ensure environment continues to be accessible to all children, staff and visitors.	Audit accessibility of the school buildings and grounds.	On-going	Headteacher, Site Manager	All children, staff and visitors are able to access the school site and buildings.	Headteacher/ Governors
To take into account the needs of pupils and visitors with physical difficulties and sensory impairment when planning and undertaking future improvements and refurbishments of the site and premises.	Ensure there is free movement and access about the building for wheelchair users.	On-going  As required	Headteacher, Site Manager, Business Manager	Children with identified needs are successfully integrated as a result of the environmental adaptations, where needed, and as a result of targeted support and advice.	Headteacher/ Governors
<b>Curriculum</b>					
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENDCo to review the needs of children and provide training for staff as needed.	On-going	SENDCo	All children can access the curriculum and are making good or better progress.	SLT

To ensure that all children are able to access all out-of-school activities. E.g. Clubs, trips, residential visits etc.	Review out of school provision to ensure compliance with legislation.	On-going	Head teacher SENDCo	All out-of-school education will comply with legislation and All children will be able to access the out-of-school provision.	SLT/SENDCo
To provide specialist equipment, as needed, to promote participation in learning by all pupils.	Assess the needs of the children in each class. Provide equipment as needed eg pencil grips, headphones, writing slopes.	On-going  As required	SENDCo	All children will be able to access all learning activities and make good or better progress. Children will develop independent learning skills.	Headteacher/SLT
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Annually	SENDCo, Year 6 teacher	Barriers to learning will be removed or reduced, enabling children to achieve their full potential.	SLT
<b>Written/Other information</b>					
To ensure that all parents and other members of the school community can access information.	Identify children, parents and members of the community who may need to access information in different formats. To make documents/ information available in alternative formats e.g. interpreters, signers, large print or audio etc.	On-going/as required	SENDCo, Administrator	Information will be accessible to all children, parents and members of the school community. Written information/documents will be available in alternative formats as necessary.	SENDCo/SLT
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings and review meetings.	Staff to hold parents' evenings, or share information about pupils' progress, by phone or send home written information.	Termly	Class teachers, SENDCo	All parents are informed of children's progress.	SENDCo/SLT