



Lawn  
Primary  
School

# School Accessibility Plan 2016 – 2019

*Lawn Primary School, Norbury Close, Allestree, Derby DE22 2QR*

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**Headteacher: Mrs S. Allison**

Approved by the Governing Board on: \_\_\_\_\_

Signed: \_\_\_\_\_

Date of Next Review: \_\_\_\_\_

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that 'schools cannot unlawfully discriminate against pupils because of sex, disability, religion or belief and sexual orientation'. According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental Impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document in the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Board. The review process can be delegated to a committee of the Governing Board, an individual or the Head. At Lawn Primary School the Plan will form part of the Resources Committee's responsibility.

## **Mission Statement**

**"Dream, Believe, Achieve".**

Our mission statement "***Dream, Believe, Achieve***" reflects our understanding and beliefs. We aim to ensure that the children at our school are provided with high quality learning experiences based on a broad and balanced curriculum. It promotes the spiritual, moral, cultural, mental and physical development of pupils at the school. This leads to a consistently high level of pupil achievement, preparing pupils for the challenges, opportunities, responsibilities and experiences of adult life.

At Lawn Primary School we believe that a happy child is a successful one. We are committed to providing a positive, safe and stimulating environment for children to learn, where all are valued. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners.

We believe that education should take place in a fully inclusive environment with equal opportunities for all and that all children should learn to value religious and cultural differences. Our school strives to be at the centre of the local community with positive and effective links to the wider and global communities.

## **Aims**

- To ensure all children achieve their potential, leaving the school with high standards of skills across the whole range of the curriculum, as a result of consistently high quality teaching and guidance.
- To respect and value ourselves and other people. We aim to achieve this by displaying good teamwork, positive attitudes, appreciation of each other and by challenging negative influences and behaviour.
- For all members of the school and its stakeholders to work well together and contribute positively to the wider community.
- To create and maintain a physical environment that is fit for purpose with a full range of facilities to ensure high quality learning for the 21<sup>st</sup> century.

The Accessibility Plan at Lawn Primary has been developed and drawn up based upon information supplied by parents, staff, pupils, governors, the Local Authority and other outside agencies.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility).

Lawn Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Plan shows how access is to be improved for disabled pupils, staff and visitors to the school, within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs, where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability to ensure that such pupils are as equally prepared for life as are non-disabled pupils. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs and school visits.
- Improve and maintain access to the physical environment of the school.
- Improve the delivery of information to pupils, staff, parents and visitors with disabilities.

Whole school training will recognise the need to continue training awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Plan should be read in conjunction with the following school policy documents:

Equality Plan  
Behaviour Policy  
Curriculum Policies  
Critical Incidents Policy  
Health and Safety Policy  
School Prospectus  
Special Educational Needs Policy  
The Local Offer  
School Development Plan (RAP)

## 1) Access to the Curriculum

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
To liaise with the local pre-schools to review potential intake each September	To identify pupils who may need special provision	Annually by June	EYFS teacher and SENCO	School is aware of any children due to start school who may have additional needs
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Annually	Headteacher and governors	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents and outside agencies for pupils with on-going additional needs.	To ensure collaboration between all key personnel	As required	SENCO / class teacher	Personalised plans are in place for any disabled pupils, and all staff are aware of pupils' needs.
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	Annually and as and when needed	SENCO / Headteacher	Raised confidence of support staff
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	Set up a system of individual plans for disabled children when appropriate. Share information with all agencies involved with each child	In place September 2016 (or as and when needed)	SENCO	All staff are aware of individuals' needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Annually	EVC / SENCO	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Summer term 2016	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel.
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Autumn term 2016	SENCO & Headteacher	Gradual introduction of disability issues into all curriculum areas
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.	As required	SENCO	Disabled children feel able to participate equally in out of school activities.

## 2) Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
Improve the physical environment of school	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site.	Annually	Resources committee and SBM/ Site manager	All newly refurbished areas are designed with accessibility in mind.
To enable physically disabled drivers to park immediately outside the school (the disabled parking space isn't ideally placed)	Create a disabled parking space immediately outside. In the short term signage should be purchased and put out when necessary.	July 2016	Headteacher and resources committee	A designated space is allocated for disabled drivers
Ensure everyone has access to the main reception area	Ensure that nothing is preventing wheelchair access-e.g. displays or furniture or carpeting	Annually	Headteacher and SBM/Site manager	All access routes are clear from obstructions
Disabled access route is clearly marked from the outside of the building	New signage purchased and installed	Dec 2016	Site Maintenance officer / Resources committee / HT	Disabled access is clearly marked.  Disabled parents / carers / visitors feel welcome.
All external areas of the school are clearly lit at night	To install lighting across the the school to illuminate the carpark	March 2016	Resources committee	All external areas of school are clearly lit at night
Maintain safe access for visually impaired people	The edges of all steps to be regularly painted with textured yellow paint.  Grab rails to be provided throughout school where necessary  Put black/yellow hazard tape on poles at end of play equipment to help visually impaired child and yellow markers on the adventure playground equipment	Annually  July 2016  July 2016	Site manger/ SBM	School is accessible for visually impaired pupils, staff and visitors.
Ensure all disabled people can be safely	a) Ensure there is a personal emergency evacuation plan for all	Autumn term 2016	SENCO	All disabled pupils and staff working with them are safe

evacuated	<p>disabled pupils.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation by being aware of all individual needs</p> <p>c) If a person uses a wheelchair they must not be in a classroom where the emergency exits are down steps,</p>	<p>Autumn Term 2016</p> <p>Annually</p>	<p>Headteacher to remind staff. Check during fire drills</p> <p>Headteacher</p>	<p>in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily</p>
Provide hearing loops in classrooms/office area to support pupils /adults with a hearing impairment	Take advice from LA on appropriate equipment if this becomes necessary	Dec 2016	Headteacher	All children have access to the curriculum
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/Headteacher	All disabled personnel and pupils have safe independent exits from school

### 3) Access to information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Some signage around school to be in other languages	Plans for a welcome sign in reception – need to decide which languages to use.	Spring term 2016	Headteacher / SENCO	All people feel they are welcome in school
Inclusive discussion of access admission procedures and to information in all parent/teacher annual meetings	<p>Access a translator to facilitate the admission process and participation in meetings with school staff.</p> <p>Ask parents about preferred formats for accessing information eg braille, other languages</p> <p>Translation Tool to be added to website to allow multi-lingual access</p>	<p>Annually</p> <p>Autumn 2017</p>	<p>SENCO / Headteacher</p> <p>SENCO/Headteacher</p>	<p>Staff are more aware of preferred methods of communication, and parents feel included.</p> <p>School website will become accessible to all</p>