



**Policy:** Lunsford Primary School Accessibility Plan 2025

**Reviewed by:** FGB

**Date reviewed:** February 2025

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**Date to be reviewed:** February 2026

**Review period for this policy:**

**This policy includes guidance on:**



# Lunsford Primary School Accessibility Plan 2025

Ratified Feb 25

Review Feb 26

## Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Lunsford Primary School is an inclusive school who treats all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and governors



## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## 3. Lunsford Primary School Accessibility Plan 2024-2025

The school recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.



Lunsford Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

### **Contextual Information**

The majority of the school building and playground is accessible for a child in a wheelchair.

### **The Current Range of Disabilities within Lunsford Primary School**

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder; ADHD; SEMH; Speech, Language and Communication; Global Developmental Delay; Cognitive and Learning challenges, as well as medical conditions. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have several children who have asthma and all staff are aware of these children.

Pupil Inhalers are kept in the school office and a record of use is noted.

Parents have signed to consent for school inhalers to be used in the event that the child's inhaler could not readily be accessed.

Some children have allergies or food intolerances and cultural food choices. All staff are made aware of these children through the Allergy Notice (including Religious Reasons Notice) which is regularly updated and available in the School Office, Staff corridor and Kitchen.

There are children who have Health Care Plans specifically for Anaphylaxis. Copies of Health Care Plans are kept securely in classrooms of those children; on the SENCO noticeboard in the SENCO Office; in the staff corridor; in the kitchen and copies are retained in the Office.

We have 13 First Aiders who hold current First Aid certificates, and 2 hold a Paediatric first aid certificate in EYFS. First Aid Teaching Assistants on the playground carry a First Aid 'bum bag' and are clearly visible to the children. A red bum bag is carried for children who have Epipens on the playground or in the hall by a First Aid Teaching Assistant.

At least one first aider is always available at playtimes.



All medication is kept in a central safe and secure place which can be accessed by office staff and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

### Action Plan:

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Targets	Strategies	Outcome	Timeframe	Achieved
EQUALITY AND INCLUSION To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation	Annually	
To improve staff awareness of disability issues	Review staff training needs. Provide training for members of the school community as appropriate	Whole school community aware of issues	On-going.	
To ensure that all policies consider the implications of disability access	Consider during the review of policies	Policies reflect current legislation	On-going.	



<b>PHYSICAL ENVIRONMENT</b> To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access	On-going.	
<b>CURRICULUM</b> To continue to train staff to enable them to meet the needs of children with a range of SEN	SENCo and Inclusion Manager to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	On-going.	
To ensure that all children are able to access all out-of school activities. Eg. Clubs, trips, residential visits etc.	Review out of school provision to ensure compliance with legislation.	All providers of out-of school education will comply with legislation to ensure that the needs of all children are met.	On-going.	
To provide specialist resources to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide resources as needed. eg. special pencil grips, headphones, coloured paper etc.	Children will develop independent learning skills.	Reviewed termly by SENCo	



To meet the needs of the 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.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.	
To provide effective timely and well targeted	Assess the needs of the children in each class and	Barriers to learning will be reduced or removed,	Termly	
Interventions and support to promote participation in learning and good progress for all pupils including those with an additional educational need.	Plan and implement targeted support using a range of resources and strategies, for example: Precision Teaching, BEAM, Speech and Language Link; Sensory Circuits	Enabling children to achieve their full potential.	Reviewed termly by SENCo	
<b>WRITTEN/ OTHER INFORMATION</b> To ensure that all parents and other members of the school community can access information	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.	
To ensure that parents who are unable to attend school, because of disability, can access parents' evening.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly.	