



Lyndhurst Primary School **Accessibility Plan 2021 - 2024**

Aims of the Accessibility Plan

This plan outlines how The Lyndhurst School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if they have 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 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. The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering pupils' disabilities and the views of parents and pupils.

In the preparation of an accessibility strategy, the school must have regard to the need to allocate adequate resources in the implementation of this strategy.

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

- Monitor recruitment procedures to ensure that individuals 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 in consultation with:

- Pupils



- Parents.
- The headteacher and other relevant members of staff.
- Governors.
- The Charter Schools Education Trust wider team and stakeholders
- External Partners .

This plan is reviewed every three years to consider the changing needs of the school and its pupils. The plan is also reviewed if the school undergoes a refurbishment.

The accessibility audit

- 1.1. Senior leaders and the LGB will undertake a regular Accessibility Audit.
- 1.2. The audit will cover the following three areas:

Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

- 1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid

Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired



Visual disabilities – this includes those with visual impairments and sensitivities

Auditory disabilities – this includes those with hearing impairments and sensitivities

Comprehension – this includes hidden disabilities, such as autism and dyslexia

- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils’ disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

Access to the Curriculum				
Existing good Practice to build upon: Lyndhurst Primary School offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully where possible. The school hosts a special provision for dyslexia which loans out resources to classes to support pupils with dyslexia to access the curriculum.				
Target	Who	Timescale	Outcomes / Success Criteria	Complete? First Review July 2022
Learning aids and resources to be produced	SENCO and directed teaching assistants/ learning support	Ad hoc	Resources from whole school training made and available for use e.g dyslexia friendly resources, autism friendly resources and resources for visually impaired pupils.	In line with current pupils’ needs



Intervention training for support staff	SENCO	Termly or ad hoc – whichever comes first	Support staff able to work with increased knowledge and provide appropriate resources for pupils as identified in termly pupil progress meetings and SEND provision reviews	In line with current needs
Termly learning support meetings to take place to assess and address pupil needs. Training for teachers on differentiating the curriculum for disabled children as required.	SENCO Headteacher	Via annual EHCP assessment Ad hoc	Pupil needs reviewed and being addressed.	In line with pupils personal plans
			Teachers can more fully meet the requirements of disabled children’s needs with regards to accessing the curriculum.	In line with current needs
Staff trained to meet individual medical needs of pupils where applicable.	Headteacher	Ad hoc	Staff completed training for specific needs.	Epi pen training and diabetes awareness training for relevant staff in line with pupil needs. Specific medical training and support in place for supporting current pupil with complex medical needs
Staff trained to specifically include pupils with autism into the classroom	SENCO and SLT	2021- 2022 academic year	Some pupils with autism can be supported in the classroom successfully as part of their mixed provision.	In line with current needs

Physical Accessibility to the building

Existing good practice to build upon: there is significant accessible access to main buildings and halls, these include ramps and a lift. The school is a mix of new build and refurbishment- the new build elements are physically accessible as there is a lift.



Ensure each area of the school has wheelchair access.	Headteacher	See premises plan	The environment is adapted to the needs of pupils and the school can offer a wider range of places via its SEND local offer	Meeting current pupil needs although some routes are not direct and will need to be improved
Ensure at least one disabled access toilet has changing facilities.	Headteacher	See premises plan	A disabled access toilet available in building with changing facilities.	Disabled toilets already in use
Emergency systems to have visual alarms	Headteacher	See premises plan – July 2022	Visual alarms fitted	Installation by September 2022
Installation of a hearing loop in office and classrooms with pupils with hearing impairment	Headteacher	Ad hoc	All classrooms with pupils with hearing impairment have a hearing loop	In line with current needs for pupils Installation of loop in office January 2023
All internal doors accessible for wheelchair users.	Headteacher	See premises plan	Doors to be wheelchair accessible.	In line with current needs

Access to information

Existing Good Practice to build upon: Staff are welcoming and happy to invite parents and visitors into school in relation to SEND. The front office is physically accessible and well used by parents for information access.



The school makes itself aware of the services available through external agencies for converting written information into alternative formats	SENCO	July 2022	Pupils and parents have access to curriculum information and all other school information in a format that meets their needs	Review in Spring 2022
Improve the delivery of written information to pupils in the classroom via use of widget or similar and reducing the cognitive load	SENCO	July 2022	All teachers trained on the visual cues and distractions in the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	Partially in line with current needs
To improve signage around school including visual clues to aid visually impaired and EAL and non readers	SENCO	July 2022	Pupils can navigate the school regardless of any disability or language barrier widget symbols used to create door signs to inform pupils, new staff, visitors of the school particular use for the room and for them to identify important rooms	
Improve communication at the front door and office	SENCO and headteacher	July 2022	A selection of pamphlets which are available at the front desk to direct parents and visitors to local support networks e'g' Autism society	