



Lamberhurst St Mary's Church of England (VC) Primary School

Accessibility Plan

This plan covers a 3-year period, from 2020-2023. It will be reviewed annually and at any other time if changes are required to comply with changes in legislation, regulation or national or KCC advice. Any amendments will require the approval of the full Governing Body.

Date of approval by Governing Body	19 July 2021
Signature of Chair of Governors	Mr P Edgesmith
Signature of Headteacher	Mrs C Bromley
Date Due for review	Summer Term 2022

At Lamberhurst St Mary's School our values reflect our commitment to love and accept all and that all may flourish. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and doing what is right, where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We are a happy, tolerant and inclusive school.

Lamberhurst St Mary's enables everyone to succeed; as Jesus teaches through the parable of The Lost Sheep: no one is left behind. Inspiring children and adults, believing in God at the heart of all we do, through Christ's love and guidance; all in the Lamberhurst St Mary's family flourish, achieving fullness.

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010). Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled students;
- b) improve the physical environment of the school to increase access for disabled students; and
- c) make written information more accessible to disabled students by providing information in a range of different ways.

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**.

The Accessibility Plan will be published on the school website.

The School's Context

Lamberhurst St Mary's CEP (VC) School is for boys and girls aged 4 to 11 years old. The school comprises of one building over three floors. The site is not flat and is on 4 terrace levels built into the hillside landscape. We have one disabled parking space, a passenger lift to all floors and 5 disabled toilets on all levels. We have wheelchair (assisted) access to the all-weather pitch.

Objectives

Our school is committed to providing an environment that enables full curriculum access that values and includes all students, 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 school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality. The school's Accessibility Plan shows how access is to be improved for disabled students, staff and visitors to the school 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 students with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as the able-bodied students; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the academy, adding specialist facilities as necessary - this covers improvements to the physical environment of the academy and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the academy and its events; the information should be made available in various preferred formats within a reasonable timeframe.

- The school's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The school's accessibility plan should be resourced, implemented, reviewed and revised as necessary and reported on annually.

Attached is a set of action plans showing how the school will address the priorities identified in the plan. The priorities and actions for the Accessibility Plan for our school were identified by:

- The Governing Body
- Headteacher
- Senior Leadership Team
- A focus group of parents who have pupils with disability needs
- Pupil House forums

Accessibility and Equality Plan: The main priorities

Improving access to the physical environment

Targets	Actions	Timescale	Responsibility	Outcomes	Measure
School staff are aware of the access needs of disabled people (pupils, parents, staff & carers).	Gather and record information relating to disabled people. Create access plans for individual disabled children	On-going	Office Manager, SENDCo	Staff aware of all visitors and other stakeholders' access needs. Individual plans in place for all disabled pupils.	Confirmed by SENDCo and recorded in SLT and staff briefing minutes.
All building work in line with Accessibility guidance.	Ensure that all building maintenance and new projects comply with the DDA	As required	Headteacher & H&S Governor	On-going improvements in access to all areas when undertaking routine and maintenance works.	Plan for implementation in place as budget allows.
Ensure that all disabled pupils can be safely evacuated.	Review how quickly all pupils can evacuate the building safely in an emergency, including disabled visitors	Ongoing, 3 times per year	Fire wardens, SLT	Fire escape plan to be reviewed and updated considering any disability as required and at least annually to ensure all stakeholders are safe.	All disabled children and staff working with them are safe and confident in event of fire.
Ensure the needs of all new Reception intake pupils are met.	Check the needs of new Reception intake pupils for Sept 2020-23	Annually	Headteacher and EYFS teacher	Staff are aware of potential needs of new pupils.	

Improving access to the curriculum

Targets	Actions	Timescale	Responsibilities	Outcomes	Measure
Ensure all staff have access to specific training on SEND issues to effectively meet the diverse abilities and disabilities of all pupils who may require manual handling, signing, personal hygiene support etc.	Staff training provided on key subjects raised by them and the school	Ongoing	SLT	Raised confidence and impact of all staff. Staff feel empowered to teach all vulnerable children. Pupils make good progress	Training delivered reported in HT report to FGB
Ensure all school trips are accessible to all.	Follow guidance for staff on making trips accessible	As required	School visits co-ordinator/SENDCo	All children in school able to access all school trips and take part in range of activities.	Student participation in school activities reported in HT report to FGB
Review all curriculum areas to include disability issues. Ensure that disabled members of the school community are seen in a positive light.	<ul style="list-style-type: none"> a) Include specific reference to disability equality in all curriculum reviews b) Develop PSHE and Citizenship curriculum to address disability equality issues c) Promote disability and provide positive role models of adults with disabilities to encourage success and achievement. 	Ongoing	SLT/PHSE subject leader, SENCO	Inclusion of disability issues into all curriculum areas. Disability and difference is valued throughout the school. Disabled visitors have been invited into the school to talk to the children. Pupils know more about different disabilities and show understanding and tolerance.	Curriculum reviews reported in HT report to FGB

Ensure disabled children participate equally in after school and lunch time activities.	a) Survey participation in clubs at lunch and after school by disabled children b) Organise additional activities for any pupils who appear excluded	Annually in July	SENDCo	Disabled children confident and able to participate equally in out of school activities.	Survey results reported in HT report to FGB
Ensure all staff have undertaken annual equality duty training.		September 2020	HT	All staff work from a equality perspective.	Training delivered reported in HT report to FGB
Ensure that pupils have a voice in decisions that affect them.	Identify pupil peer support mechanisms	Ongoing	Governors and Headteacher	Pupil voice is central to school life and informs policy and practice.	
Consider how liaison, increased communication and relationships with external agencies support and enhance pupils' access to the curriculum.	Seek advice and support from external agencies	Ongoing, reviewed termly	SENDCo, Headteacher	Pupils supported well to make good progress	
Enhance attendance and participation	Use specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy.	Ongoing reviewed annually	Teaching teams, club leaders, Governors	The attendance of vulnerable groups is high. All pupils participate in a range of activities	

Improving access to information

Targets	Actions	Timescale	Responsibilities	Outcome	Measure
Review information to parents/carers to ensure it is accessible.	a) Ask parents/carers about access needs when child is admitted to school. b) Review the requirements of pupils with visual and auditory disability or issues. c) Review all letters home to check reading age/Plain English d) Produce newsletter in alternative formats e.g. large print, Braille as required e) Consider how to increase information accessibility for those who have English as an additional language	Annually Ongoing	Headteacher/Office staff/ SENDCo	All parents getting information in format that they can access e.g. tape, large print, Braille.	Parent survey results reported in HT report to LGB
Ensure all staff are aware of guidance on accessible formats.	a) Provide guidance to staff on accessible information	Annually	SENDCo	Staff to produce routine information to children in more accessible ways.	Confirmed by SENDCo and recorded in SLT and staff briefing minutes