



Lutley Primary School

Accessibility Plan 2024-2027

The Purpose of this Plan

This plan shows how Lutley Primary School aim to increase the accessibility of their schools for disabled pupils, staff, parents/carers and visitors. This Accessibility Policy and Plan are written in compliance with current legislation and requirements as specified in Schedule 10, relating to the 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.

At Lutley, we are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided. This covers reasonable adjustments to the physical environment of the school and physical aids to access education. For more information about what constitutes reasonable adjustments please refer to Schedule 10 of the Equality Act 2010. The physical environment will also be accessible to staff and visitors to the school.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Disability Discrimination Act). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of auxiliary (specialist) aids and service, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Definition of Disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Contextual Information

Lutley Primary is a large community school, built in 1968. It is a three-form entry school and educates children aged between 4 and 11. It educates more than 600, full-time pupils. In recent years, the school building has been adapted to make it accessible to all in the following ways:

- Wheelchair ramps built to improve access to the main front and rear entrances.
- Wheelchair ramps now in place outside exit doors of ground floor classrooms.
- Two fully equipped care rooms.
- Wheelchair lift in Key stage 1 area installed to allow movement from the lower ground floor up to the upper Key stage 1 area and hall.
- Exit doors in Key stage 1 have been replaced in summer 2016 with wider, wheelchair friendly doors.

The assembly/dinner hall was extended in 2016 and new offices and practice rooms added. These will be fully accessible and will comply with all current legal requirements.

Current Range of known disabilities

Lutley Primary School has children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions.

Across the school there is a small number of pupils who have a hearing impairment, visual impairment, physical disability such as cerebral palsy.

Areas of planning responsibilities:

1. Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).
2. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).
3. Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

1. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the ethos of both schools. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mostly mixed ability (with some setting where appropriate), inclusive classes.

It is a core value of both schools that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time-scale	Responsibility	Success Criteria
All educational visits to be accessible to all	Review guidance for staff on making trips accessible and liaise with outside agencies as required. Ensure each new venue is vetted for appropriateness.	As required	Group Leader	All pupils in school able to access all educational visits and take part in a range of activities.
After-school clubs to be fully inclusive and accessible to all	When an after-school club is run by school staff, the school will ensure that the provision for all students is inclusive, so that no child is excluded because of their individual needs. Additional staffing will be provided if required. When an after-school club is provided by an external agency, it is the responsibility of that organisation to liaise with parents as to the specific needs of the children attending and to arrange for those needs to be catered for, in collaboration with school if necessary.	As required	Group Leader	All pupils in school able to access all after school clubs and participate in a range of activities.
Use ICT software to support learning	Ensure appropriate software installed where needed.	As required	ICT team	Wider range of SEN resources available for use in classrooms
Ensure that relevant staff have specific training regarding the needs of pupils	Identify needs annually and make a plan of continued professional development	Annually	SENDCo and SLT	Staff will be able to meet the needs of all pupils.

2. Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils when required. Be aware of staff, governors and parents access needs and meet as appropriate. Consider access needs during recruitment process.	As required Induction and on-going if required.	SENDCo/ Head of Inclusion Complex Care assistant Physical Impairment & Medical Inclusion Service (PIMIS)	Individual risk assessments and Personal Emergency Evacuation Plans (PEEP) will be in place for disabled pupils and all staff made aware of pupils needs. All staff and governors feel confident their needs are met. Parents have full access to all school activities. Access issues do not influence recruitment and retention issues.
Layout of school to allow access for all pupils to all areas. (At Lutley, there are five upstairs classrooms, currently used for years 3 and 4, but if a disabled pupil is in these year groups, the location of these classes will be changed. A wheelchair lift allows access from the lower KS1 area to the upper KS1 area which is maintained and serviced regularly.	Consider needs of disabled pupils, parents/carers or visitors.	Already in place.	Head/ Governors/ Site manager/ School Surveyor	Access for all
Ensure all disabled pupils can be safely evacuated.	Ensure relevant staff are aware of their responsibilities in relation to disabled pupils.	Already in place.	SENCO Complex Care Assistant (Lutley) Physical Impairment & Medical Inclusion Service (PIMIS)	All disabled pupils and staff working alongside are safe in the event of a fire.
Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children.	Individual PEEPs drawn up and shared with relevant staff. Advice and support sought from the relevant local authority specialist support services.	Ongoing	Local Authority Hearing Impaired and Visually Impaired advisory teachers in conjunction with SENDCo.	All children have access to the appropriate environment.

3. Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print and in plain English. Electronic messages sent to parents who prefer this form of messaging via Parent Mail. School office will support and help parents to access information and complete school forms. If parents are blind, information will be provided orally.	During induction/ On-going Current	School Office IT technician Family Liaison Officer	All parents receive information in a form that they can access.
Improve the delivery of information in writing in an appropriate format.	Provide suitably enlarged, clear print (on coloured paper or with a coloured overlay if required) for pupils with a visual impairment.	As required	Class teachers	Excellent communication. Ongoing appropriate use of resources.
Provide information in other languages for pupils or prospective pupils.	Access to translators, sign language interpreters to be considered and offered if possible.	As required	SENDCo	Pupils and/or parents feel supported and included.