



Lapal

Primary School

Accessibility Plan 2024-2027

The Purpose of this Plan

This plan shows how Lapal 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 Lapal, 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

Lapal Primary was built in 1937 with an extension added in 2003. It is on one level with a small flight of stairs leading to the hall. This has a wheelchair lift attached to it. **There was a further extension built in 2021 which is accessible to all.**

Current Range of known disabilities

The 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 or a visual impairment.

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	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness. Individual risk assessments completed if necessary and attached to EVOLVE.	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. 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

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
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<p>The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors</p>	<p>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.</p>	<p>As required Induction and on-going if required.</p>	<p>SENCO Physical Impairment & Medical Inclusion Service (PIMIS)</p>	<p>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.</p>
<p>Layout of school to allow access for all pupils to all areas. a wheelchair lift allows movement up a small flight of steps)</p>	<p>Consider needs of disabled pupils, parents/carers or visitors.</p>	<p>Already in place.</p>	<p>Executive Head/Head of school/ Site manager/ School Surveyor</p>	<p>Access for all</p>
<p>Ensure all disabled pupils can be safely evacuated.</p>	<p>Ensure relevant staff are aware of their responsibilities in relation to disabled pupils. PEEP completed and shared with relevant staff.</p>	<p>Already in place.</p>	<p>SENCO Physical Impairment & Medical Inclusion Service (PIMIS)</p>	<p>All disabled pupils and staff working alongside are safe in the event of a fire.</p>
<p>Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children.</p>	<p>Individual PEEPs drawn up and shared with relevant staff. Advice and support sought from the relevant local authority specialist support services.</p>	<p>Ongoing</p>	<p>Local Authority Hearing Impaired and Visually Impaired advisory teachers in conjunction with SENCO.</p>	<p>All children have access to the appropriate environment.</p>

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.	During induction/ On-going Current	School Office IT technician	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 for pupils with visual impairment. Involvement from visual impairment team. Use of Widget online symbols can be used to support written information for those who may benefit from it.	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	SENCO	Pupils and/or parents feel supported and included.

