



Accessibility Plan for 2022-24

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STATUTORY RESPONSIBILITIES

This Accessibility Plan is drawn up in compliance with current legislation and requirements, as specified in relation to Disability, of the Equality Act 2010. The Governing Body are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

According to the Equality Act 2010 a person has a disability if:

- a. He or she has a physical or mental impairment, and
- b. The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Lady Bankes Primary School we ensure that we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimisation (direct or indirect) for everyone under the nine protected characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

This Accessibility Plan is published on our website.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0-25 years (DfE 2014) says that children have a learning disability or disability if they:

- Have significantly greater difficulty in learning than the majority of children of the same age;
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or Post-16 institutions; and
- Are under the compulsory school age and are likely to fall within either the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND) and the Equality Policy explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to pupils with SEND.

This Accessibility Plan provides an outline of how the school will manage this as part of the SEND provision.

LIMITATIONS AND CONSTRAINTS TO PLANNING AT LADY BANKES SITE

Lady Bankes Primary School occupies one main building and a separate canteen block. In addition two separate mobile units provide four extra classrooms.

The main school block dates from 1936 and has 3 primary floor levels with additional mezzanine floors coming off these. Any attempt to provide access to all spaces and facilities would be extremely difficult to implement and would require major capital funding to complete.

A further problem to consider is the Grade II listed status of the main school building. Any alterations to the design of this block requires Listed Building Planning Consent and the agreement of English Heritage. This is a very time consuming process that can have a very significant impact both on the costs and duration of any intended works.

STRATEGY

For Lady Bankes Primary School to conform to the requirements of the 2010 Equality Act and SEND Code of Practice 0-25 years (DfE 2014) the following points have been considered and incorporated in to the overall plan:

- Physical access to all of the schools facilities
- Classroom layout, furniture and equipment appropriate to needs
- Corridors with freedom of movement
- Acoustics improved to reduce background noise levels
- Signage both internal and external appropriate to needs
- Correct toilet facilities accessible
- Emergency evacuation systems and procedures fit for purpose.

WHAT THE SCHOOL HAS DONE OVER THE YEARS TO IMPROVE ACCESS

Two ground floor rooms have been amalgamated to create a larger staff room to accommodate all staff in one place following the school's amalgamation in September 2021. This change has enabled the school to utilise the upper (former Junior School) staffroom as an intervention and meeting space.

To access school via the main school entrance there are wide doorways however also 2 steps.

The school office has been modified allowing people with physical disabilities access from the main school entrance ground floor to 3 Reception classrooms and one Year 1 classroom.

Access to the 3 Year 2 classrooms and one further Year 1 class is possible via ramps through the lower school hall, which is accessed via the external side walkway through a locked external gate.

We have 2 separate mobile units containing 4 classrooms. These mobile units are equipped with ramped access and disabled toilet facilities. Access to these classrooms is through the lower school hall or the external side walkway through a locked external gate.

Benefits gained from the lower school hall ramped exits are disabled access to recreation and sports areas at the rear of the school and emergency evacuation facilities for the disabled from ground floor of the main school building.

Limited access to the school canteen is possible by leaving the ground floor of school via the lower school hall and leaving the school site through the playground gates located by the EYE nursery. There is ramped access to the canteen block via the EYE nursery carpark.

Access to the school nursery is via a ramped entry/exit located via the external side walkway by the EYE driveway.

We are committed to staff training to enable them to be effective in the education of all pupils with disabilities; we are also equally committed to prioritising resources to enable all pupils to access the curriculum.

Improving the physical access			
Target	Strategies	Timescale	What will success look like?
To be aware of the access needs of children with disabilities, staff, governors and parents and carers	<ul style="list-style-type: none"> • Ensure that all school staff are aware of access issues • Ensure staff and governors can access areas of school used for meetings • Reminders for parents and carers to let us know if they have problems with access to areas within the school 	As required	<p>SEND objectives are in place for children with disabilities and all staff are aware of pupils' needs.</p> <p>All staff and governors are confident that their needs are being met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have access to the school or arrangements are made with needs in mind.</p>
Whole school evacuation	<ul style="list-style-type: none"> • Ensure that pupils with physical disabilities can be safely evacuated from the main building in the event of an emergency, ensuring that all staff are aware of their responsibilities. 	Annually and as children join the school throughout the year	All physically disabled persons can be safely evacuated from the ground floor only.
Accessible car parking	<ul style="list-style-type: none"> • Disabled members of staff and visitors have a place to park in the school car park near to the main entrance. 	ongoing	There are two places for disabled members of staff and visitors to park throughout the school day.

Improving the curriculum access			
Target	Strategies	Timescale	What will success look like?
Access to learning/ in class provision	<ul style="list-style-type: none"> • Review SEND children's access to the curriculum within lessons. • Observations to be carried out within class to ensure that children can access lessons and have access to equipment and adapted resources where needed. • Ongoing monitoring from SENDCo. • Liaise with external professionals including SALT and OT to incorporate strategies and support within classrooms and around the school with children who require specific equipment and adaptations. • Differentiation of the curriculum to enable all pupils to feel secure and make progress. • Specialist arrangements for assessments made i.e KS2 SATs (extra time to be applied for, use of an amanuensis, large print papers if necessary) • To track progress and interventions for pupils with SEND and address any barriers to learning in a timely manner. 	ongoing	<ul style="list-style-type: none"> • All children have equal access to a broad and balanced curriculum.
All school visits and trips need to be accessible to all pupils.	<ul style="list-style-type: none"> • Risk assessments are written and uploaded to EVOLVE to ensure that all children, including children with physical disabilities can access trips. 	ongoing	<ul style="list-style-type: none"> • All children are able to access all school trips and take part in a range of activities.

	<ul style="list-style-type: none"> • Ensure venues and means of transport are checked for suitability. • Ensure all staff are fully briefed with regards to children with SEND. 		
Monitor and adapt the PE curriculum to ensure that PE is accessible to all pupils.	<ul style="list-style-type: none"> • Monitor and adapt the PE curriculum to include disability sports. 	As required	All pupils have access to PE and are able to excel through the provision provided to them in lessons.
Ensure that disabled pupils can take part equally in whole school events, lunchtime and after school activities.	<ul style="list-style-type: none"> • Ensure that whole school events can be adapted to meet the needs of all children. • Discuss with staff who run after school clubs what adaptations need to be made. • Analyse extra-curricular provision to ensure participation for children with SEND. 	As required	Disabled children feel able to participate equally in out of school activities.
Ensure that all staff have specific training on disability issues.	<ul style="list-style-type: none"> • Identify appropriate training needs 	As required	Raise confidence of support staff.
Communication with parents	<ul style="list-style-type: none"> • Ensure that parents have access to our SEND school offer via the school website. • Ensure that parents meet and can contact SENDCo at any time. • Parents meet regularly with SENDCo to access further advice and support. • Ensure there is an annual report to parents of SEND pupils on the school website that is accessible and informative. 	Ongoing	<p>Parent and school communication is strong.</p> <p>Parents confidently contact the SENDCo for support and advice.</p>
Pupil voice	<ul style="list-style-type: none"> • Children are given opportunities to share their concerns, views and ideas including through School Council. 	Ongoing	Children's voice is heard and acted upon.

	<ul style="list-style-type: none">• Adoptions are made as needed.		
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