



**ACCESSIBILITY PLAN 2020-21**  
**LIONWOOD INFANT AND NURSERY SCHOOL**

**Signed:** \_\_\_\_\_ **on behalf of Trustees**

**Date:** \_\_\_\_\_



**All different. All equal. All learning.**

**Accessibility Plan**  
**Updated March 2021**

**Overview**

Inclusive Schools Trust is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience. The schools in the Trust are active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The Trust continually looks for ways to improve accessibility within their schools through data collection, parents/carers questionnaires and discussions.

This whole school policy will be implemented at all times and adhered to by all staff members, pupils, parents/carers, trustees/members and visitors across the Trust.

This accessibility plan has been developed for Lionwood Infant and Nursery School and will be reviewed on a regular basis by Senior Leaders, in collaboration with the Trust.

## **Intent**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

This plan should be read with reference to the Inclusive Schools Trust Accessibility Policy which can be found at

<https://www.inclusiveschoolstrust.co.uk/key-documents-and-policies/>

Related policies include:

- SEN Policy and Information Report
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Supporting pupils with medical conditions policy

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p><b>Increase access to the curriculum for all pupils, including those with a disability</b></p>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability. SENCO takes part in Pupil Progress Meetings.</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> <li>• Information obtained on future pupils to facilitate advanced planning gathered by ensuring that a home</li> </ul>	<p>Whole staff training to raise awareness of the requirements of the Equality Act 2010 and the ‘reasonable adjustments’ or adaptations needed to ensure all children have full access to the curriculum.</p> <p>Expand our knowledge of supporting children with specific needs, specifically Autism, SEMH issues and Sensory needs due to high incidence in school – this will also enable increased participation in the curriculum.</p> <p>Evaluate effectiveness and quality of SEND provision</p>	<p>SENCO to lead staff meeting to continue to raise awareness of equality issues</p> <p>Additional support staff training for those working with children with specific needs.</p> <p>Observations show these children have full access to the curriculum.</p> <p>Carry out an audit of all SEND provision, including access arrangements</p>	<p>SENCO SLT</p> <p>SENCO PSW</p> <p>Class teachers SENCO</p> <p>SENCO</p>	<p>Ongoing</p> <p>Summer 2022</p> <p>Summer 2022</p>	<p>All staff feel confident in their knowledge of equality issues and will feel able to promote equality and staff training is undertaken and feedback from staff training reflects increased knowledge of strategies</p> <p>Children make good progress towards EHCP and IEP targets.</p> <p>Audit shows areas of strength and development. SENCO can create action plan based on this. Lesson observations show that all children</p>

	<p>visit is carried out for all future pupils as well as that from previous placements.</p> <ul style="list-style-type: none"> <li>Established procedures for the identification and support of pupils with Special Educational Needs.</li> <li>Detailed pupil information on SEN pupils given to relevant staff</li> <li>All SEN pupils have their own personalised learning plan (IEP), EHCP or speech and language programme, with parents and pupils involved in target setting and review.</li> <li>Close working relationships with external agencies establish (e.g. Inclusion Team, Educational Psychology, Virtual School for Sensory Support).</li> <li>Speech and Language groups run by</li> </ul>	<p>To review patterns of participation for children with SEND</p> <p>To improve Parent Voice for parents of children with SEN by establishing a termly SEN Parent Coffee morning and survey</p> <p>For pupil voice to be more evident</p>	<p>Review PE curriculum to ensure PE is accessible to all pupils, including through observation and looking at planning</p> <p>Analysing extended school provision to ensure participation for children with SEND</p> <p>Establish and run regular SEN coffee mornings – potentially link with parent group</p> <p>To ensure all pupils with an IEP/EHCP have a voice through termly reviews Use pictures and photos etc. to enable all children to participate.</p>	<p>PE Lead Class teachers</p> <p>Extended schools officer</p> <p>SENCO PSW PSA</p> <p>SENCO Class teachers</p>	<p>Spring 2022</p> <p>Autumn 2021</p> <p>Summer 2021</p>	<p>are safely able to take part, and make progress, in PE. Analysis shows that all clubs etc. are accessible and have a full range of different groups of children</p> <p>Survey results are collated and analysed. Participation at coffee mornings increases.</p> <p>Pupils with disabilities feel that they are being heard and have a say in their support and provision. Reviewed on a termly basis with pupils, families and relevant staff.</p>
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<p>Communication Champions</p> <ul style="list-style-type: none"><li>• Ability to request specialised resources to support specific needs e.g. adapted chairs, writing slopes, pencil grips, ICT etc.</li><li>• Nurture group provision</li><li>• Staff trained as ELSAs to support children with emerging mental health needs</li><li>• Specialist arrangements for assessments i.e. large font copies of KS1 SATs papers</li><li>• Teaching Assistants deployed to implement specific literacy, numeracy and speech and language programmes.</li></ul> <ul style="list-style-type: none"><li>• Risk assessments are carried out for all school trips.</li><li>• Individual risk assessments are put in place for pupils with a high level of need.</li></ul>					
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	<ul style="list-style-type: none"> <li>• Care plans in place to support children with toileting needs.</li> </ul>					
<b>Improve and maintain access to the physical environment</b>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	To be aware of the access needs of disabled children, staff, parents/carers	<p>Ensure staff and Trustees are aware of access issues ('access' meaning 'access to' and 'access from')</p> <p>Create access plans for individual disabled children as part of the SEND process</p> <p>Ensure staff and visitors can access areas of the school used for meetings.</p> <p>Annual reminder to parents/carers through newsletter to let us know if they have problems accessing parts of the school</p> <p>Ensure a 'Personal Emergency Evacuation Plan' is prepared and reviewed if someone at school becomes physically impaired</p> <p>Walkways around the school are kept clear of hazards and the site will be</p>	<p>SLT</p> <p>SENCO</p> <p>Caretaker</p> <p>SLT</p> <p>SENCO</p>	Ongoing	For all pupils and staff to be able to move around the building easily safely

		<p>Maintaining access to physical environment of the school</p> <p>The SENCO/Inclusion Lead will regularly review the Accessibility Plan and carry out an audit of Accessibility.</p>	<p>clearly signposted to visitors, pupils and parents.</p> <p>Head of school (and Trustee), along with premises staff, to walk around the school site to see how it would look to a visitor/new parent arriving on site.</p> <p>SENCO to discuss Accessibility Plan with Head of School.</p> <p>SENCO to carry out 'Identifying Barriers to Access' Audit.</p>	<p>All staff</p> <p>SLT</p> <p>Link Trustee</p> <p>Caretaker</p> <p>SLT</p> <p>SENCO</p>	<p>Spring 2021</p> <p>Summer 2021</p> <p>Summer 2021</p>	<p>Clear, well-displayed signage is available and the school is accessible to all. The school looks well-cared for and smart.</p> <p>Accessibility Plan is regularly reviewed and updated.</p>
<p><b>Improve the delivery of information to pupils (and parent/carers) with a disability and/or English as an Additional Language</b></p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Visual timetables used in all classes and some children may have their own</li> </ul>	<p>To improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include newsletters, hand-outs, timetables etc. this information will be available in different preferred formats</p>	<p>Review of current newsletters and discussion around how to make them more user friendly e.g. larger font, less writing, more pictures, translated.</p>	<p>SLT, office</p>	<p>Summer 2021</p>	<p>Different, preferred formats will be made available according to need</p>

	<ul style="list-style-type: none"> <li>• Access to translation services (INTRAN)</li> <li>• Children are tested using Wellcomm on their entry to Reception – this brings up issues with communication and language from which adjustments to delivery of information can be made</li> <li>• Trust SALT identifies significant speech and language needs and makes plans for support and reasonable adjustment in class</li> <li>• SENCO creates and reviews care plans for children with short and long term disabilities including toileting.</li> </ul>					