

LAVANT CE PRIMARY SCHOOL ACCESSIBILITY POLICY & ACTION PLAN 2024 – 2027



Lavant CE Primary School is an inclusive and ambitious school at the heart of our local community. Our vision is to inspire & support every child (and adult) to aim for and achieve their very best, loving one another and **'living life in all its fullness'** (John 10:10).

Lead members of staff	Head Teacher and SENDCo
Date of Publication	Spring 2024
Review Date	Summer 2027

Objective of the Accessibility Plan

The key objective of the plan is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, parents, staff or visitors with a disability. Lavant CE Primary School is committed to equal opportunities under the Equality Act 2010 – our school motto is 'Learning together in faith – always aiming for our best'. We value the individuality of all our pupils and community and are committed to giving all of our pupils every opportunity to achieve the highest standards, participating fully into the life of the school. Our school is committed to promoting equal treatment of all its pupils, employees, parents and any others involved in the school community irrespective of any form of disability.

Purpose of the Plan

The purpose of this plan is to show how Lavant CE Primary School has and intends to increase the accessibility of our school for disabled members of our learning community and visitors.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. (Equality Act 2010).

Audit and Planning Duty

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled members of the school community in the three areas required by the planning duties in the DDA:

- **Physical access** – Improving the extent to which disabled pupils are able to take advantage of education and intervention
- **Learning access** – Increase the extent to which disabled pupils can participate and achieve within the school's curriculum
- **Information access** – Ensuring all families can access key information about the school

Within these areas, we have identified those actions which set out to monitor, maintain and improve current accessibility to the school.

Contextual Information

Lavant CE Primary School is a one storey building which has an accessible toilet. Wheelchair access is available into the main building and the majority of the school grounds are wheelchair accessible.

Physical access to the school environment

	Aim	Action	Timescale	Responsibility	Success criteria	Review
Monitor	To ensure that the school complies with the Equality Act 2010: https://www.gov.uk/guidance/equality-act-2010-guidance	To review all statutory policies to ensure that they reflect inclusive practice and procedure	Ongoing	HT SENDCo Governing Body	All policies clearly reflect inclusive practice and procedure	
	To identify pupils who may need adaptations made to physical environment and / or provision	To liaise with pre-school / nursery settings and LA to review potential intake for each September	June / July annually	EYFS teacher SENDCo HT	Procedures and equipment in place in preparation for transition to Lavant	
Maintain	Effective collaboration and partnership between school and families	Termly progress meetings for class teachers to review progress of children with additional needs At least termly updating of one page profiles and Individual Learning Plans, shared with parents.	At least termly	SENDCo Class teachers	Children's needs being met. Parents experience partnership, trust and openness with school.	
	Effective partnership and collaboration with external agencies	Links made with external agencies that offer support and guidance for meeting the needs of all children in the classroom. E.g. LBAT, Educational Psychology, Speech and Language, Sensory Support team	Termly	SENDCo Class teachers	Collaborative partnerships help to remove barriers to learning	
	Ensure that all children, staff can safely evacuate the building	PEEPs updated annually (Personal Emergency Evacuation Plan)	Annually September	SENDCo HT H & S Governor	PEEPs current. All staff aware of their responsibilities	
	Health care plans are kept up to date	Reviewed at least annually or when a pupils needs change	At least annually	First Aid Leader	Care plans up to date and all staff aware	
	Appropriate physical environment for children with hearing impairments	Ensure visual flashing lights are working with fire alarm	At termly evacuation drills	HT H & S governor	Pupils with hearing impairments are alerted to need to evacuate building	
Improve	Ensure all learning environments are appropriate for pupils with disabilities and neuro diversities.	Ensure cognitive & sensory overload is minimised through lack of clutter, effective displays and decor	Rolling programme for displays and decoration	Class teachers Premises officer	Pupils able to work in calm spaces	

	Ensure wider community members can be fully involved in school events and safely evacuated if need arises	Publish GEEPs for visitors with a disability attending school events in case of an emergency (Generic Emergency Evacuation Plan)	September 24	HT H & S Governor	All reasonable adjustments made to ensure safety of all visitors entering the school.	
	To improve parking safety and access into the school.	Work with Parish Council and WS Highways to investigate creation of new parking facilities and improved access onto the school grounds	Ongoing	HT Governors	Safer route into school for all pupils and community members.	
	To improve provision in supporting mental wellbeing of pupils and wider family	Research installation of an external room / cabin to provide additional space for pupils to take time out (ELSA support), run parent workshops / host specialist providers	Summer 24	HT Premise officer Governors	Additional accommodation will further enhance provision for pupils and families.	

Access to the School Curriculum

	Aim	Action	Timescale	Responsibility	Success criteria	Review
Monitor	To ensure that the school complies with the Equality Act 2010: https://www.gov.uk/guidance/equality-act-2010-guidance	To review all statutory policies to ensure that they reflect inclusive practice and procedure	Ongoing	HT SENDCo Governing Body	All policies clearly reflect inclusive practice and procedure	
	To identify pupils who may need adaptations made to our educational provision	To liaise with pre-school / nursery settings and LA to review potential intake for each September	June / July annually	EYFS teacher SENDCo HT	Procedures and equipment in place in preparation for transition to Lavant	
Maintain	Effective collaboration and partnership between school and families	Termly progress meetings for class teachers to review progress of children with additional needs At least termly updating of one page profiles and Individual Learning Plans, shared with parents. Annual Reviews for pupils with an EHCP	At least termly	SENDCo Class teachers	Children's needs being met. Parents experience partnership, trust and openness with school.	

	To ensure effective provision for children with additional needs	Multi-disciplinary agency working. Whole school training to ensure that all staff are becoming more highly skilled in supporting the learning of children with a range of additional needs e.g. dyslexia, dyscalculia, autism,	Ongoing	SENDCo HT	Effective ongoing CPD for staff in place and staff confident in supporting pupils with additional needs.	
	To ensure our universal offer is broad and inclusive so that barriers to learning are reduced for all pupils	Ongoing review of daily provision and procedures to ensure all learners can thrive. E.g. use of technology, individual work stations, ear defenders.	Ongoing	SENDCo Class teachers	Barriers to learning are reduced through strong universal provision	
Improve	Continue to build links with external agencies to support families of children with disabilities.	Research opportunities / agencies which could provide a range of support for our teaching staff CPD, children and families	Ongoing	SENDCo Class teachers	All school staff have an outward looking approach to accessing support for all children	

Information Access

	Aim	Action	Timescale	Responsibility	Success criteria	Review
Maintain	All families in school are able to access the information that they need	Ensure that school clearly notifies parents that all correspondence can be available in modified formats or large print. Families can access support from any member of staff to access materials	Ongoing	HT Admin Team	Accessible materials to all	
Improve	Parents have easy access to attendance information, school communication and online payments.	Roll out of 'Arbor' Parent app for all parents	Summer 24	Admin Team HT	All parents able to access Arbor app and make online payments	
	All families in school have had the chance to feedback on the effectiveness of communication and correspondence in school.	A question to be included annually in parent questionnaire in reference to ease of access to correspondence and communication.	Summer term Annually	HT Admin Team	Parent feedback receive and considered.	