



# ACCESSIBILITY PLAN 2024 – 2027

## Lamerton Church of England Academy

<b>Review Frequency</b>	Tri - Annual
<b>Reviewed</b>	Autumn 2024
<b>Next Review Date</b>	Autumn 2027
<b>Approved</b>	Autumn 2024

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## Change Log

Date	Changes to Policy
Spring 2023	Amended to change to Academy status and now part of the Learning Academy Partnership.
Autumn 2024	Reviewed and updated

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## Disability Policy and Accessibility Action Plan

The Disability Discrimination Act 2005 required all public authorities, including schools, to produce and publish a Disability Policy and Accessibility Action Plan. The purpose of this is to improve equality of opportunity for all disabled people using public facilities. Lamerton C of E Academy Disability Policy and Accessibility Action Plan will demonstrate how we as a school will ensure that the requirements of the Disability Discrimination Act 2005 are met.

Senior member of staff responsible: Head Teacher – M.Sterry

Designated member of staff: SENCo – R.Tozer

### Introduction

Lamerton C of E Academy is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices or service delivery.

This school will promote positive attitudes to disability and will not tolerate harassment of people with any form of physical, mental or emotional impairment. Lamerton C of E Academy recognises that 'disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole'.

### What do we understand by 'disability'?

*'Disability is a physical or mental impairment which has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities' (DDA 1995 Part 1 Para. 1.1)*

Disability Equality in Education (DEE) recommends that all pupils with special educational needs be included as disabled for the purposes of the Act. Behavioural difficulties arising from physical or mental impairments or from mental illness are also included.

Our definition of people with disabilities include, but are not exclusive of, those with hearing or visual impairment, Spinal Muscular Atrophy, mental health issues and incontinence. People with ADHD and Autistic Spectrum Disorders. Medical conditions such as severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy and Lupus. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders and emotional crisis are all recognised.

Also if a person has been disabled in the past (for example, people who have recovered from Cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

This Disability Policy sets out the ways in which Lamerton C of E Academy will meet its general and specific duties.

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Lamerton C of E Academy endorses an Inclusion definition that says:

- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

The production of this Disability Policy provides us with a framework for integrating disability equality into all aspects of school life.

By challenging any negative attitudes to disability we will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act.
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

## Gathering information from disabled pupils, staff, parents, carers and people from the wider community using the school.

The school will seek to gather information from people with a disability by consulting with parents and pupils to encourage disability disclosure and reduce the number of 'unknown' disability status and ensure equality of educational opportunities and achievement for pupils.

Disability equality issues are explicitly addressed in all policies through the normal review process.

Arrangements for publication

- All staff and governors will read a copy of the Disability Policy and Accessibility Action Plan
- The policy and its implications will be explained to staff via inset and staff meetings
- Communication of this policy to pupils will be via assembly, PSHE and RSHE programme, the School Council and the curriculum
- Parents/carers will be informed of the policy through the school website and newsletters. The full version of the policy will be available to all parents via the school website or upon request a paper copy from the school.
- Arrangements will be made to modify, enlarge and/or communicate this policy in other formats upon request

## Contextual Information

### Nature of the school population

Rural, dispersed catchment area. Mobility amongst the pupil population low. We are not anticipating the arrival of a disabled pupil in the next intakes. A small number of pupils presently attending the school have minor disabilities.

### Nature of the school itself

The school is of early Victorian construction on limited sized sites.

### School strengths and weaknesses

The school has experience of working with pupils with sensory/auditory disability who participate fully in the life of the school. All areas of the curriculum can be participated in by disabled learners. We would facilitate the participation of learners in off-site activities in line with their needs.

### Profile of disabled pupils and staff and governors coming into the school

Disabled pupils who have attended/are attending have had speech and language difficulties and some physical difficulties. We have no disabled staff or governors.

### Impact of disabled pupil arriving at the school

The school is flexibly organised- no major changes would be required to provide access to the majority of the curriculum. Risk assessment procedures take into account the differing needs of learners. Documentation and resources for learners with severely impaired vision are currently not available

This policy will be reviewed annually or in response to government changes in legislation.

## School Accessibility Checklist

School /academy name	Lamerton C of E Academy
Academy or LA maintained	Academy
Academy / Trust name	Learning Academy Partnership



## Lamerton C of E Academy Disability and Accessibility Action Plan

The Head Teacher or SENCO will be responsible for monitoring this Action Plan and will report annually or more often as appropriate to the Governing Body.

- Appendix 1      Action Plan – Increasing Access for disabled pupils to the Curriculum
- Appendix 2      Action Plan – Increasing access for disabled pupils to the physical environment
- Appendix 3      Action plan – Improving the delivery of written information to disabled pupils

### Appendix 1 Access Plan: Part 1

Increasing access for disabled pupils to the curriculum

Target	Action	Resources	Outcomes	Time
Curriculum adjustments ensure fair access for all	<p>Consider needs of all pupils when planning lessons, adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc</p> <p>With consideration for those children with general and specific learning difficulties.</p> <p>Ensure staff have access to the inclusion data of pupils for who they teach to ensure they can plan and deliver to meet their needs</p>	<p>Equipment as determined by individual needs.</p> <p>Training and CPD documents for staff.</p>	<p>All pupils access the curriculum.</p> <p>Structured conversations as appropriate with parents and carers.</p>	As required to meet need
Ensure teaching and learning methods and environment supports pupils with hearing impairment	<p>Quiet classrooms, child facing teacher, clear enunciation.</p> <p>Support as required.</p>	<p>Specialist equipment and training to support hearing impairments if required on an individual basis</p>	<p>Progress confirmed by observations and formal assessment</p>	As required to meet needs.

Target	Action	Resources	Outcomes	Time
Ensure teaching and learning methods and environment supports pupils with visual impairment	Pupil faces teacher, glasses worn. Use of overlays Modified print	Specialist equipment and training to support hearing impairments if required on an individual basis	Progress confirmed by observations and formal assessment	As required to meet needs
Ensure teaching and learning methods and environment supports pupils with emotional and behavioural difficulties	Layout of classroom, time out, clear targets, clear behavioural expectations, calm corner in classrooms, breakout spaces	Additional support as required from external support agencies, support staff and SENCO. Use of screening tools to inform support needed.	Progress confirmed by teaching assessment and achieving targets Reduction in disruption and any behavioural needs	As required to meet needs
Ensure teaching and learning methods and environment supports pupils with diagnosed medical conditions	Accessibility of medication. Staff awareness when planning activities Health Care Plan written where required.	Training for staff Purchase of storage box and cool space if needed	Pupils able to access all activities	As required to meet needs
Update curriculum and general policies	Rolling programme of policy review to ensure that policies are up to date and comply with legislation	Senior Executive Meetings, Senior Leadership and staff PDMs	Policies reflect the Trust's commitment to removing barriers to learning.	Ongoing
Prepare a response programme of training for all staff to meet requirements of disabled pupils	Ensure SENCo fully trained to be responsive to needs that may arise Investigate use of a Hub wide SENCo to maximise impact and share good practice	CPD/training	SENCo able to disseminate good practice and information to all staff	Ongoing
To use external services to support pupils with a disability.	Access external services for advice and support and then to provide ongoing advice and support as required	Time: for staff to liaise with specialists Financial: purchase of specialised equipment as required	The environment is appropriate, and staff are well prepared to meet the needs of a pupil with a disability. Staff have greater understanding of disability issues.	Ongoing
Provide training for staff to meet a specific need	Staff attend relevant courses, SENCO to have an overview of the needs of disabled pupils.	Financial – cost of CPD	Staff are deployed effectively and have high expectations of disabled pupils. Raised awareness of the	Ongoing

Target	Action	Resources	Outcomes	Time
Develop a range of learning resources.	Share successful practice within the academies. As resources are updated, ensure they will meet the differing needs of pupils.	Cost of new resources and materials. Use visual timetables	learning needs of pupils with a variety of disabilities/special needs Pupils with disabilities have access to appropriate curriculum materials.	Ongoing
Ensure venues for school trips are suitable	Pre-visit assessment of suitability- transport, access, toilets Evolve risk assessments for visits and trips	Evolve system	Equal opportunities for Children with disabilities to participate in off-site activities.	Ongoing
Classrooms optimally organised to promote the participation and independence of all pupils	Review and implement a suitable layout of equipment and furniture and equipment to support the learning process in individual classes.	Specific resources, furniture or storage to optimise organisation and access	Children have ready access to a range of resources. Sessions start on time without the need to make adjustments.	Ongoing
Extracurricular activities planned to ensure participation by all	Review extracurricular provision regularly. Preparation meeting with parents/carers to make all necessary additional arrangements	Pre-visits	Out of school activities will be conducted in an inclusive environment	As required in response to pupil need
Review staff deployment	Establish timetables to provide support for pupils and implement an intervention provision map and timetable to support based on needs and gap analysis	Overtime/additional hours as required	Support available during key times when individuals may need support	Ongoing
Effective transitions between phases, nursery to Reception, EYFS to KS1, KS1 to KS2	To establish clear transition processes and liaise with feeder nurseries or pre-schools ahead of intake for September to identify any children with disabilities which will require adaptations and review potential needs	Procurement of additional resources and equipment or adaptations to environment based on children's needs	Staff and school environment will be prepared to meet the needs of incoming children	As required in response to new intake and new starters



**Appendix 2**  
**Access Plan: Part 2**

Increasing access for disabled pupils to the physical environment

Target	Action	Resource	Outcome	Time
<p>Access: To be aware of the access needs of all pupils/staff/trustees/parents and carers.</p> <p>Ensure all staff and trustees and other volunteers/visitors to the academy are aware of access issues</p>	<p>Gather data around access needs at the point when a child begins at an academy</p> <p>Create access plans for individuals as required</p> <p>Reminder to parents, carers through communication to let us know if they have problems with access to areas of the academy.</p> <p>Include an accessibility plan as part of induction</p>	<p>Individual access plans</p>	<p>Individual, relevant and current information is gathered and shared as required so that all needs are met.</p>	<p>Annually or as required</p>
<p>Ensure everyone has access to the building</p>	<p>Ensure that nothing is preventing access for all</p>	<p>Caretaker/staff daily checks to ensure entrances are clear of obstruction</p>	<p>All visitors feel welcome</p>	<p>Ongoing</p>
<p>Improve access to site</p>	<p>Ensure pathways are gritted and ice free</p> <p>Review exterior lighting positioning due to poor visibility at night.</p>	<p>Caretaker time if applied Regular grit delivery</p> <p>Grounds Maintenance time</p>	<p>Paths accessible and safe</p> <p>Improved safe access for pupils, parents, staff and visitors</p>	<p>As required</p>

	Limited lighting currently – but check this is working on a regular basis	Price to install lighting externally		
<b>Target</b>	<b>Action</b>	<b>Resource</b>	<b>Outcome</b>	<b>Time</b>
Exits Ensure all disabled or impaired pupils, staff visitors can be safely evacuated	Ensure there is a personal emergency evacuation plan (PEEP) for disabled pupils  Review of doors to ensure compliance for disabled access/exits	PEEP documentation	Pupils and staff are safe	As required
Ensure the buildings remain fully accessible and compliant in line with the Equality Act and DDA Regulations	Ensure building and maintenance works are fully compliant with the Equality Act in relation to access e.g ramps, visual alarms etc	Any appropriate repairs and refurb costs	Wheelchair users have access to majority of building including toilets and learning spaces.	As works are undertaken
Each academy will undertake Fire Safety risk assessments. Fire equipment is regularly checked and maintained.	Ensure staff are fully trained and aware of their duties Action taken to repair, refurb and install any equipment needed as a result of risk assessments.	Costings of replacement fire alarm system and Fire Doors	All staff and pupils have safe independent exits from sites	Daily

**Appendix 3**  
**Access Plan: Part 3**

Improving the delivery of written information to disabled pupils - The LAP Academies

Target	Action	Resources	Outcome	Time
Availability of written materials in different formats	Use a variety of formats for communication, including text, email. Ensure parents/carers are aware that communication can be provided in alternative formats	Administration time	The academy will be able to provide information in different formats. Parents and carers become aware.	Ongoing
Make available academy publications in alternative formats	Review all publications and provide in format required	Administration time	Information available for all in different formats and electronically	Ongoing
Academy will send all publications electronically including reports/newsletters.	All methods of communication explored and considered	Administration time	Head of Academy and Senior Staff become knowledgeable about possible outcomes	Ongoing
Website is compliant with statutory regulations	Dedicated staff member to update and maintain websites	Administrative time	Information available to all electronically Compliant	Ongoing
Ensure information in SEN reviews is accessible to all parties	Provide a choice of formats for parents and carers.	Administrative time	Parents and carers have choices about how they are communicated with and how they provide their points of view	Ongoing