

Laburnum Primary School

Accessibility Plan



Updated by: Head Teacher

Approved Date:

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1. The Laburnum School Vision

- This policy is set within the context of our school vision: CARE: Challenge, Achieve, Respect, Effort, Safe
- At Laburnum, we challenge all learners to work hard and achieve as individuals across a broad and engaging curriculum, where learning is at the heart of all we do. Our children are nurtured to show respect for themselves, others and the wider community by developing positive relationships built on our school values.

2. Introduction

This plan outlines how Laburnum Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

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. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors of the school.

3. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

4. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Head Teacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

5. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

6. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Finance and Resources Committee of the Governing Body.

7. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk Assessments
- Health and Safety Policy
- Equality Information and Objectives (public sector equality duty) Statement for Publication
- Special Educational Needs (SEN) Policy and Information Report
- Supporting Pupils with Medical Conditions Policy
- Behaviour and Relationships Policy
- Anti-bullying policy

8. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> ▪ Laburnum Primary School offers a differentiated curriculum for all pupils. ▪ We use resources tailored to the needs of pupils who require support to access the curriculum. ▪ Curriculum resources include examples of people with disabilities. 	Short Term: Improve educational experiences for hearing impaired pupils.	<ul style="list-style-type: none"> ▪ Daily use of individual sound-field systems as recommended and supplied by Hearing Impairment Team 	SENDCo Relevant Class Teachers	In place in child specific classroom - regular visits from hearing impaired support team.	Pupil learning experience enhanced as staff know how to operate/maintain hearing technology.
	<ul style="list-style-type: none"> ▪ Curriculum progress is tracked for all pupils, including those with a disability. ▪ Targets are set effectively and are appropriate for pupils with additional needs. ▪ The curriculum is reviewed to ensure it meets the needs of all pupils. 	Short Term: Improve educational experiences or pupils with sensory needs.	<ul style="list-style-type: none"> ▪ Individual OH plan in place and adjusted with weekly sessions from trained OT for specific pupil. ▪ CPD from an Occupational Therapist to raise awareness of needs and strategies to support pupils. 	SENDCo Class Teachers	Ongoing Adaptations ongoing	Sensory needs of learners met, enabling positive outcomes
	<ul style="list-style-type: none"> ▪ Staff are deployed effectively to support access for all pupils, including those with a disability. All staff are well trained to support pupils in accessing the full curriculum: <ul style="list-style-type: none"> ▪ Attachment/trauma awareness 	Medium Term: Improve educational experiences for significantly visually impaired pupils	<ul style="list-style-type: none"> ▪ Consult visual impairment support team. ▪ Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs. 	SENDCo Relevant Class Teachers	In place when required - regular visits from VI support team.	Teaching aids, white boards et., more easily seen and learning experiences of pupils enhanced.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	<ul style="list-style-type: none"> ▪ Attention Deficit Hyperactivity Disorder ▪ Autistic Spectrum Disorder ▪ Behaviour Management and De-escalation ▪ Speech and Language 	<p>Long Term: Ongoing adaptations to the curriculum to meet the needs of individual learners</p>	<ul style="list-style-type: none"> ▪ Pastoral support, ▪ Timetable adaptations ▪ Individual physiotherapy/OT programmes ▪ Speech and language therapy programmes ▪ Specific training in word processing skills through touch type Programme ▪ Use of access arrangements for assessment/National tests 	<p>SENDCo, SLT, Class Teachers</p>	<p>In place and ongoing</p>	<p>Needs of all learners met, enabling positive outcomes</p>
		<p>Medium-Long Term: Appropriate use of specialist equipment to benefit individual pupils and staff</p>	<ul style="list-style-type: none"> ▪ Tablet / Laptop available to support children with difficulty recording ▪ Sloping boards for pupils with fatigue problems or physical disability ▪ Coloured overlays for pupils with visual difficulty (Reading Rulers) ▪ Specially shaped pencils and pens for pupils with grip difficulty ▪ Use of wedge/wobble cushions / wobble feet ▪ Weighted blankets / vests ▪ Sensory objects 	<p>Class Teachers supported by SENDCo</p>	<p>In place &/or to be ordered as required</p>	<p>Increased access to the Curriculum Needs of all learners met.</p>

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> ▪ Ramps ▪ Corridor width ▪ Disabled parking bays ▪ Disabled toilets ▪ Shelves and resources at wheelchair-accessible height ▪ Safe and clear access maintained around the site, e.g. weed free, paths clear etc. 	Short Term: Improvements to help the hearing impaired	<ul style="list-style-type: none"> ▪ Install hearing loop/sound-field when necessary. ▪ Consider alarm issues in the case of total hearing loss - personal alarm linked to fire alarm. 	SENDCo, HT	Future plan	Learning experiences of pupils with hearing difficulties enhanced.
		Long Term (as required): Maintain safe access around the interior of the school	<ul style="list-style-type: none"> ▪ Awareness of flooring, furniture and layout in planning for disabled pupils 	All Class Teachers	Ongoing	People with disabilities can move safely around the school
		Long Term: Lower the echo / sound levels in the dining room particularly for those pupils for whom loud noise is a problem e.g. autistic, hearing impaired (hearing aids).	<ul style="list-style-type: none"> ▪ Obtain acoustic tile quotes. ▪ Install acoustic tiles to reduce noise level. 	HT Site Manager	Summer 2026	Sound levels in the dining room have been reduced to make it comfortable for all.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ▪ Internal signage ▪ Large print resources ▪ Pictorial or symbolic representations e.g. visual timetable. ▪ Audio amplification technology in relevant classrooms. 	<p>Long Term: Ensure documents and resources are accessible for pupils with visual impairment</p>	<ul style="list-style-type: none"> ▪ Seek and act on advice from Visual Impairment advisor on individual pupil requirements if required. ▪ Use of magnifier where appropriate. ▪ Ensure large, clear font used in documentation. 	<p>Class Teachers, SENDCo to support</p>	<p>In place & ongoing</p>	<p>Pupils able to access school documentation & resources</p>

9. Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre.	Corridors to be tidy and free from obstructions where they exist	All school staff	Ongoing – continual respect.
Doors	Some doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door. Some doors are solid or have high windows making this more difficult.	When other doors are replaced they will be accessible for all.	Site Manager	Ongoing as need arises
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Site manager SLT	Ongoing
Entrances	Ensure there is a personal emergency evacuation plan for all disabled pupils. Ensure all staff are aware of their responsibilities in evacuation and aware of the relevant SEN information. Class teachers to be aware of responsibilities for any disabled people volunteering in school	Write a personal evacuation plan where this is required, prior to or immediately after a child or adult joins the school with a disability identified as having an impact on them evacuating the school safely using current plans and protocols.	All as required	When the need arises
Internal signage	Signage is clear and in place	Continue to ensure signs are maintained.	Site manager SLT	Ongoing
Number of storeys	Whole site is single storey, with some individual steps.	Route with ramped access throughout the school, ensuring use of steps is a choice, not a necessity. Annual check of steps / treads as part of Health and Safety audit.	Site Manager	Annual
Parking bays	The school car park has a designated parking bay for disabled visitors.			

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Ramps	Single level / ramped access available			
Reception area	Wheelchair / disability accessible.	Longer term the hatch needs to be enlarged and/or lowered as it is currently not wheelchair accessible.	HT Site Manager	Long Term
Toilets	Disabled access toilet available for adults and children in the Year 3 Cloakroom, Nursery/Reception Cloakroom and Dining Hall lobby			