



Lyndon Green Junior School

Accessibility Plan 2023

Policy Written By	SBM & H/T
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The Purpose of this Plan

This plan sets out how our school will increase access to education for disabled pupils in three key areas:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- focusing on how we deliver information, which is often only provided in writing to improve accessibility for all including disabled parents.

Our school accessibility plan will be reviewed every three years and reported on annually.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education and to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

What does accessibility and inclusion mean for our school?

We are committed to providing a school that can be accessed, understood and used to the greatest extent possible by all people regardless of their ability or disability.

When reviewing or redesigning our school environment (such as our buildings, technology, information, communication or culture) we will be guided by the following:

- Provide the same means of use to enable access for all users: identical whenever possible; equivalent when not
- Avoid segregating or stigmatizing any users
- Provisions for privacy, security and safety shall be equally available to all users
- Ensure dignity in use for all users.

Definition of disability

The definition of disability is set out in the Equality Act 2010, Part 6:

‘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’.

Reasonable adjustments for disabled people

Where something the school does places a disabled person at a substantial disadvantage compared to a non-disabled person, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing physical or other barriers.

Information about our school

You can find out more about our school on our website, here at <https://www.lgjs.co.uk/>

What we have in place to make our school accessible

Aims

1 Lyndon Green Junior School and Cognitive and Learning Resource Base promotes the individuality of all of our children, irrespective of ethnicity, attainment, age, disability, gender or background.

2 Our school is an inclusive school. We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

3

4 **Information from pupil data and school audit**

5 We currently have a range of children of different backgrounds, needs and abilities.

6 As at September 2023 we have the following pupils with varying needs;

7 Asthma

8 Diabetic

9 Allergies – including those requiring Epi-Pens

10 MLD

11 Hearing Impairment

12 Physical Disabilities

13 Autism

14 ADHD

15 ASD

16

17 **Overview of premises**

18 We are a fully accessible mainstream Junior School, with wheelchair access to the entire school. There are disabled toilets on each floor and a changing room and shower on the ground floor.

19

20 The following table shows the improvements that have been completed in the last 5 years

Issues that have been completed	Action	Person(s) Responsible	By When
Access to all floors including the dining room	Lift has been replaced	SBM & Site Mger	2023
Administering medical support	Support children by providing medical care needs such as: diabetes injections. NHS training has been undertaken	SENDCo	2022
For Visually impaired pupils and parents/visitors	All external & internal steps have been highlighted with yellow paint	SENDCo, SBM & Site Mger	2022
User safety in the toilets improved	Emergency pull cords fitted with a bell for the disabled toilets	SBM & Site Mger	2022
Improve access into the pupil toilets	Remove all second doors into the toilet areas	Site Mger	2022
Clear signage to the exterior of school to show entrance and route into school	Pupil/visitor signage to main gates and pedestrian gates	SBM & Site Mger	2021/2
Private space to administer medicines with a changing/shower room to support medical needs	Medical room with shower and changing facilities refurbished	SENDCo, SBM & Site Mger	2021
Handrail to main entrance steps to make them safer	Free standing handrail fitted	SBM & Site Mger	2019

Lack of disabled toilets on each floor	Disabled toilets on each floor. Only ground floor and top floor are accessible for both male and female pupils	SENDCo, SBM & Site Mger	2019
Main electric gates to be accessible by all	Main gates to be recessed away from the road and to move the buzzers so visitors do not have to exit their cars. It will be wheelchair height too	SBM & Site Mger	2019
Wheel chair access to main school entrance is not flat to get into the building has drain that needs covering	Flat drain cover has been fitted	SBM & Site Mger	2018

Challenges to accessibility that we want to address

The actions on the next page are a summary of the items we feel we need to further improve. This list has been compiled with the help of staff feedback, outside agencies, pupils, parents, governors and visitors.

Accessibility Plan

Accessibility Outcome	Action to Ensure Outcome	Person(s) Responsible	Long, Medium or Short Term	By When
Users with reduced mobility, wheelchair and buggy access to the main entrance will be easier and also safer	To enable wheelchair users to access main reception independently, one door to be on an automatic sensor opening and the other to be electric on demand. All doors to have glass at the bottom, not a solid panel, this improves visibility for wheelchair users.	B Mger to get quotes from contractor,	Long term	Summer term 2027
Designated parking bay for disabled users	Space by the gate to be remarked	Site Manager	Short Term	October 2023
Highlight handrail ends	Handrails painted and marked with white/yellow to highlight where they start and end	Site Manager	Short Term	October 2023
Pupils able to access toilet facilities with limited adult support.	Replace some push taps with lever taps.	SBM & Site Mger on going	Medium term	October 2025
Signing in screen to be independently accessible by all	Signing in screen to be on a moveable bracket to allow for height adjustment	SBM, Office, Site manager on going	Short term	Summer term 2024
All potential access barriers to be identified to ensure we are as inclusive as possible	Audit Main site users to see what, if any access requirements are required. Send out a survey asking for sensory, physical, EAL or other barriers. Ask PDSS to audit site too	SENDCo to arrange a visit by PDSS	Short term	January 2024
Improve emergency exit from the main hall going out side	Fit emergency exit door from the hall onto the ramp space	SBM & Site Mger & SENDCO	Long term	Summer term 2027

Accessibility Outcome	Action to Ensure Outcome	Person(s) Responsible	Long, Medium or Short Term	By When
To continue to develop inclusive practice, through staff training and development.	Differentiation support Training PPA time SEND monitoring Targeted support – advice from specialists in cognitive support Eg. PSS Support for children with communication difficulties Eg. S&L Support for children with social, emotional and mental health difficulties Support for staff and families with social, emotional and mental health difficulties	Class teacher, SLT SENDCO, L Mentor, Ed Psyc, CAT team, Mental Health Lead	Ongoing	
To continue to develop the support staff through training and performance management	Funding for CPD and training. Release time for training purposes	SLT, SENDCo, Outside agencies	Ongoing	
To continue to develop and improve links with all families	Pupil alert card to reflect any accessibility needs and provision– shared with all relevant staff Pupil access plans / risk assessments to ensure safe access for staff/pupils with physical disabilities Fortnightly newsletters	SENDCo, SLT, School Nurse, Office	Ongoing	
Ensure all disabled people can be safely evacuated	Personal Evacuation Plans for all pupils requiring them Personal Evacuation Plans for all staff who requires them Ensure all staff, pupils and visitors are aware of the accessible exits in case of evacuation- fire drills etc	SENDCo Site manager HT Office	Ongoing	

Accessibility Outcome	Action to Ensure Outcome	Person(s) Responsible	Long, Medium or Short Term	By When
Interventions used will have maximum benefit and see accelerated progress for identified children. Evidence of progress on audit	Inclusion Manager to audit current interventions and their success / impact on progress. Provision mapping to be used across all year groups	SENDCO, class teachers, Teaching Assists & SLT	Ongoing	
De-escalation strategies will be employed when required and incidents requiring further intervention will decrease	Assess if team teach training is required, staff will have the skills and confidence to use when necessary	SENDCO, all teachers and support staff & SLT	Medium Term	2024/5
Focusing on how we deliver information, which is often only provided in writing to improve accessibility for all including disabled parents.	Review documentation on our website to ensure parents especially those with English as an Additional language can access it	Office & SLT	Short term	2023/24
Availability of written materials to be in an alternate format when requested	Office to make aware that alternative formats can be provided when required i.e. other languages	Office & SLT	Short term	2023/24
Continue with clear signage around internal of the school	Some pupil toilets need replacement signage	SBM & Site Mgr	Short term	2023/24
Interventions - close gaps for children and accelerate progress.	Research maths interventions with the support of outside agencies and maths lead. Incorporate into provision map. Train staff	SENDCo & Maths Lead	Ongoing	

Accessibility Outcome	Action to Ensure Outcome	Person(s) Responsible	Long, Medium or Short Term	By When
	accordingly. Implement the intervention. Monitor progress over time.			
Access for all children in all curriculum subjects.	Children will make value added progress with the support of reasonable adjustments. Staff training and support to ensure they are aware how to adapt their practice to include all children regardless of disability, culture or other need	SLT, all teachers, Teaching Assistants	Short term	2023/24

The Accessibility Plan will be published on the school website and monitored through the Health & Safety Committee

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually through the Resources Committee.