

Accessibility Policy and Plan

Lady Bay Primary School



**Approved by: Full
Governors**

Date: 14th July 2026

Last reviewed on: May 2026

Next review due by: May 2028

Accessibility Policy and Accessibility Plan

Lady Bay Primary School aims to treat all stakeholders, including pupils, prospective pupils, parents, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at disadvantage. The school aims to work closely with pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning which could place them at a disadvantage, thus allowing them to learn, achieve and participate fully in school life.

The school is active in promoting positive attitudes to disabled people in the school and in its planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders, we continually monitor and look for ways to improve accessibility.

The purpose of an Accessibility Plan

The purpose of the Accessibility plan is to show how Lady Bay Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Under the Equality Act 2010, all schools are required to have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that:

“schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.”

The Accessibility Plan is listed as a statutory document in the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years (or more frequently if required) and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head Teacher.

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 day- to -day activities.

What will an Accessibility plan do?

1. An Accessibility Plan is structured to complement and support the school's Equality and Diversity Policy and the SEND Policy, both of which can be accessed via our website.
2. Lady Bay Primary School is committed to providing an environment that enables full curriculum access and values and includes all pupils, staff, parents and members of the school community, regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to taking positive action, in the spirit of the Equality Act 2010 ,with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3. The Lady Bay Primary School Accessibility Plan shows how we plan to improve access for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- **Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability have equal preparation for life and for continuing education. This encompasses teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure, cultural activities , school visits and residential trips. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.**
- **Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers changes and improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.**
- **Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.**

4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

5. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- ☐ Behaviour Policy,
- ☐ Equality and Diversity Policy
- ☐ Health & Safety Policy,
- ☐ SEND Policy
- ☐ School Improvement Plan

6. The Accessibility Plan will be published on the school website.

7. The Accessibility Plan will be monitored through Governing Body committees and reported to the Full Governing Body.

8. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

Accessibility Action plan

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions	Success criteria
Increase access to the curriculum for pupils with a disability	Ongoing identification of pupils who may need additional support, reasonable adjustments or specialist resources (including liaison with pre-school providers and parents prior to school entry). Teachers adapt the curriculum to meet the needs of all pupils. Support Plans are in place which identify personalised provision for pupils identified as having SEND. Curriculum progress is tracked for all pupils. A small steps tracker is in place for pupils with SEND. Resources are tailored to meet the needs of pupils who require support to access the curriculum. TA support is provided for pupils to access lunchtime activities. Educational visits are made accessible to all pupils. Working towards dyslexia kite mark.	Ensure that curriculum planning at all age phases continues to provides access for all pupils, including those with SEND Ensure that teachers are confident in developing and maintaining support plans Ensure that all staff are confident in making reasonable adjustments so that all pupils in their class fully access all learning experiences	Ongoing curriculum review to take into account needs of pupils with SEND at all phases. Medium term planning to include activities appropriate to all pupils. Review resources to ensure access for SEN pupils (eg. Dyslexia friendly, use of IT). Incorporate opportunities for building on strengths of pupils with SEN. SENCO to monitor support plans and assist staff in creating and writing. Termly staff meetings dedicated to reviewing support plans and nurture passports Consult with staff on	DHT, class teachers, SENCO SENCO SENCO	Ongoing monitoring	Revised curriculum is accessible to all pupils Support plans provide details of targets and interventions for identified pupils with SEND and are regularly reviewed and updated ensuring pupil and parental voice is included and recognised Staff make reasonable adjustments so that all pupils in their class have best possible access to the curriculum

		Ensure that pupils with SEND have equal access to lunchtime OPAL play, low arousal eating environment for identified pupils Ensure that pupils with SEND continue to have equal access to Educational Visits Ensure that PE opportunities (including Sports Day), are fully inclusive for pupils with SEND	priorities re updating and revisiting knowledge / training on good practice relevant to needs of current cohort of pupils eg dyslexia/autism –friendly environments. Learning walks to identify areas for development. Identify sources of support as required: Dyslexia Autism ADHD Other identified needs Specific children to continue to be supported by identified TAs. Key information on pupils with SEND to be shared with midday supervisors via Nurture Passports Review of Education Visits policy / procedure to ensure that needs of SEND are taken into account when assessing venues/transport etc. Specific risk assessments to be carried out as required.	SENCO EV co-ordinator and SENCO	Midday supervisors to have improved knowledge of identified pupils' needs in order to provide appropriate support at lunchtimes as required All pupils to have access to visits (including residential visits) with reasonable adjustments made to allow for inclusion
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Improve and maintain access to the physical environment	Classrooms and shared spaces are on one level There are currently no pupils who use a wheelchair. TAs provide support to specific pupils who need help with using entrance steps. Temporary ramps are available for use at the entrance steps for visitors to school as required. EYFS buildings are to be replaced to improve accommodation at this phase	Ensure that access requirements of parents/carers are being met	Letter to parents inviting input to accessibility plan. Action required to be added to accessibility plan. Advice to be sought as required.	SENCO/SEN governor in consultation with Headteacher/School Business Manager/ Site Manager	September 2026	Improved information on access requirements of parents/carers leading to reasonable adjustments being made
Improve the delivery of information to pupils and parents/carers with a disability	A range of communication methods are used to ensure information is accessible to pupils eg Makaton, widge Information is communicated to parents via email, text, letter, phone calls, website	Ensure documentation is accessible to all parents/carers	Consult with parents, pupils and staff on needs regarding accessibility of information. Review documentation and seek advice as required. Provide summary of topics at start of each term on website Regularly review SEN information on website, share parent support groups and information	SENCO	ongoing	Improved information on communication requirements of pupils/parents/carers leading to reasonable adjustments being made

