



LANTERN LANE PRIMARY & NURSERY SCHOOL

Accessibility Plan

Approved by:	Finance, Pupils & Resources Committee	Date: April 2024
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. 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.

At Lantern Lane, we welcome everyone in our school community and celebrate all that they have to offer. We understand that diversity makes our community stronger and helps us achieve our full potential - in our school, people are proud of their differences because they are what makes everyone unique. We recognise the effect of our actions on others and how these can nurture healthy minds and bodies.

Having confidence in their decisions, children are supported to recognise when others are not being treated appropriately and empowered to seek help. They embrace the school's CARE values and understand that these should be applied in all aspects of school life:

Our Rules

At Lantern Lane we will **C.A.R.E** for everyone and everything.

Confidence:

- We will work hard and always have a go
- We will share our opinions and have our say
- We will try new things
- We will stand up for what we believe in and stand out from the crowd

Achievement:

- We will always aim to meet our targets
- We will celebrate all our successes
- We will recognise people's achievements in different ways

Respect:

- We will be kind, courteous and considerate to everyone
- We will respect our school and keep it tidy
- We will respect decisions made fairly
- We will demonstrate respect for authority and for the rules of our school and our community
- We will be tolerant of other beliefs and ways of life and try to see things from other people's point of view

Enthusiasm:

- We will come into school with a positive attitude and be ready to learn
- We will have another go if things don't go right first time
- We will give our best effort to every task
- We will be in the right place, at the right time

Embracing these values, we can provide a safe, caring and friendly environment for all our pupils, helping them to learn the skills that will ensure they thrive in later life.

We expect pupils to keep themselves and everyone else safe: to do this, they need to understand the issues relating to all forms of bullying and feel confident to seek support from school if needed. Keeping everyone safe & happy is the responsibility of all.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

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.

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

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

3. Action plan

The action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.
(See attached Plan below)

4. Monitoring arrangements

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

It will be approved by Finance, Pupils & Resources Committee

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

ACTION PLAN

AIM	CURRENT GOOD PRACTICE Include established practice and practice under development	OBJECTIVES State short, medium and long term objectives	ACTION TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our 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 progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • We work closely with parents and a wide range of professionals to review the appropriateness of our curriculum and ensure it meets the need of all pupils • Where appropriate additional adults support pupils to access the curriculum • Carefully planned sensory breaks and well-being activities support individuals to access the curriculum • We are a dyslexia friendly school (accredited with the kitemark). • All extra-curricular activities and trips are planned so that they are accessible for all children • A range of inclusive technology supports the way children record their ideas in school. • A wide range of sensory strategies and resources are in place to support children to access the curriculum. • Mental health and well-being are given the highest priority in school. Children's emotional needs are supported by good relationships with adults, a well-being support assistant and an ELSA.	To enhance the provision in school for children with ADHD. To ensure that all children (including those with a disability or from a different culture including the GRT community) see themselves reflected in the curriculum.	• Review existing ADHD practice across school. • Share range of resources and strategies to support children with ADHD with all staff. • Research and book whole school ADHD training. • Audit sensory provision in school. • Explore other schools use of sensory circuits. • Set up, trial and evaluate a range of different sensory circuits in school. • Complete GRT learning package • To continue to explore all opportunities to teach about diversity (e.g. assembly programme) etc • To include a question in subject leader meetings about how all pupils see themselves reflected in their subject area. • To ensure that books and resources in every classroom reflect a wide range of needs and backgrounds. • To introduce addendums to admissions procedure to support families from all cultures (EAL/ GRT etc)	NT NT NT NT NT NT NT/PH NT/PH NT/CN NT/ Office staff	July 24 July 24 Dec 24 Dec 24 Dec 24 Sept 25 July 24 On-going On-going On-going Sept 24	All pupils with ADHD will have appropriate provision in place to meet their needs. All staff will feel confident in implementing provision for pupils with ADHD. All pupils in school will see themselves reflected in the curriculum and the resources they access. All pupils in school will see themselves reflected in the texts they read. The whole school assembly programme will reflect the diverse world we live in. All pupils and their families will feel welcome in school.

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Disabled parking bays • Disabled toilets and changing facilities • A clear corridor policy to allow wheel-chair access • The addition of classroom doors which have helped provide a quieter working environment, and have reduced the number of incidents of children leaving the room. • The creation of safe spaces for children that need a quieter environment to 'calm' down or a sensory break. • A purpose-built calming room in the annex which is accessed by children who are feeling overwhelmed by the classroom environment.	To develop the outside space in school in order to provide quite and calm areas for pupils to access during unstructured times.	• Complete pupil voice activity about outside areas in school. • Explore outside provision in other schools • Work with Nic Burton to explore potential grants/ funding streams to improve outside environment. • Create a working party (parents/ Governors/ Staff/ pupils) to begin to develop outside areas in school. • Monitor use of newly created spaces/ resources, using pupil voice to support evaluation.	NT/ SEND Gov NT NT/ Nic Burton NT NT	Sept 24 Dec 24 June 25 Sept 25 On-going	Outside provision (both in the annex and main school) will support the needs of all children, resulting in less dysregulation during unstructured times.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Radio aids • Pictorial or symbolic representations • Regular deaf awareness training • Use of signing to support spoken word • Dyslexia friendly resources SEND provision in school is good. Provision includes the following: • SEND register is kept up to date, with info being shared between SENCO and teaching staff • Termly reviews are held with parents and external agencies. • SEND pupils have a provision map that outlines the support in place for them. • Progress of pupils is tracked.	To renew dyslexia kitemark in order to maintain status as a dyslexia friendly school.	• In light of staffing changes, identify key staff to lead on dyslexia. • Book session with Bridget Thornhill (Local Authority Lead) to discuss requirements. • Book whole school dyslexia staff meetings x 2 • Provide time for school dyslexia lead to gather evidence for dyslexia kitemark • Review existing practice in line with requirements of kitemark • Set up parent and pupil groups in line with requirement of kitemark • Book assessment day in line with kitemark timelines	NT NT NT NT to facilitate Dyslexia lead Dyslexia lead Dyslexia lead	Sept 24 Dec 24 TBC As required TBC TBC TBC	School will retain its dyslexia friendly status. All stakeholders will be able to access information appropriate to need.