




ACCESSIBILITY PLAN

Approved/reviewed by	
	
Date of review	March 2025
Date of next review	March 2027

This policy is reviewed annually to ensure compliance with current regulations

ACCESSIBILITY PLAN

VISION STATEMENT

Purpose of the Plan

The purpose of this plan is to show how Lindsworth School intends, over time, to increase the accessibility of our school for disabled pupils. Lindsworth School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and Policies

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

- Curriculum Policy
- Equality and Diversity Policy
- Health and Safety Policy
- Positive Engagement Policy
- School Development Plan
- SEND Policy
- Supporting Pupils with Medical Conditions Policy

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the HR office

Review and Evaluation:

It is a requirement that our Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Lindsworth School will address the priorities identified in the plan. The plan is valid for three years 2023-26. It is reviewed annually.

Action plan

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

OBJECTIVE	ACTIONS / STRATEGIES	WHEN	SUCCESS CRITERIA	MONITORING AND EVALUATION
<p>A) Increasing the extent to which Lindsworth pupils can participate in the school curriculum - as per our SEN Policy</p>	<p>Providing personalised support in all curriculum areas</p> <p>Planning to meet individual needs with personalised target setting</p> <p>Developing each pupil's understanding through a variety of learning experiences</p> <p>Planning for full participation in learning, including physical and practical activities</p> <p>Planning to manage behaviour, enabling pupils to participate effectively and safely in learning</p> <p>Ensuring that all pupils, regardless of ability and need, have full access to all aspects of the school curriculum. They will have the same opportunities to be involved in the broad range of enhanced learning opportunities presented by the school in terms of inclusion, school visits,</p>	<p>Ongoing</p>	<p>We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that our pupils are included in all aspects of school life.</p> <p>Differentiated curriculum to meet needs of individual pupils. All pupils have access to a curriculum that enables them to overcome individual difficulties whilst developing their strengths.</p> <p>Pupils will have their needs met through appropriate personalisation, which may include support from other professionals where appropriate.</p> <p>Pupils will experience, be engaged in, and/or gain skills and understanding of the purpose of learning activities.</p> <p>All pupils will experience rates of progress that brings feelings of</p>	<p>Monitoring and reviewing progress on a regular basis.</p>

OBJECTIVE	ACTIONS / STRATEGIES	WHEN	SUCCESS CRITERIA	MONITORING AND EVALUATION
	residential activities and curriculum enrichment projects.		success and achievement appropriate to their levels of attainment and understanding.	
	Alternative programmes at colleges or with training providers also form part of individual programmes if necessary.	Ongoing	Pupils accessing varied curriculum	SLT
	Annual Reviews of EHCPs to ensure that school, parents and external agencies have the most up to date needs of all pupil. Targets and objectives set to promote progress in all areas	Annually	Annual review held annually for each pupil with contributions from all involved with the pupil. Updated EHCP shared with all concerned and needs, targets and objectives met	SENCo
Additional needs of pupils met to ensure success in accessing education	Pupils requires constant support via an additional adult due to SEN needs	Ongoing	1:1 support provided to meet needs of pupil	ESN funding applied for as required by SENAR - SENCo
All communication and interaction, cognition and learning, SEN and physical needs of pupils met by trained staff	School staff receive training in: Phonics and Literacy; Speech, Language and Communication – vocabulary; Centre of Excellence TalkAbout Social Communication Training; ADHD CPD from external national specialists. In addition to this, some staff have received the following enhanced and specialist training: Nurture Group Network (focus on Boxall Profile); Access Arrangement training; SLCN Expected and	Ongoing	Pupil needs met	SENCo

OBJECTIVE	ACTIONS / STRATEGIES	WHEN	SUCCESS CRITERIA	MONITORING AND EVALUATION
	<p>Unexpected behaviour mapping, TIAAS.</p> <p>Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach include: Educational Psychologists; Speech and Language Therapists; CAMHS.</p>			
Cognition and Learning, progress and attainment levels tracked, recorded and monitored	In class assessment weeks held termly to identify pupil progress	Termly	Evidence of each pupil's progress to enable strategies formulated to assist advancement	SLT
All pupils leaving Lindsworth having obtained at least one qualification	<p>All pupils taking part in external examinations with any Access Arrangements identified</p> <p>Qualifications gained via external providers; pupils attending one day per week</p>	<p>KS3 + KS4</p> <p>Yr 11</p>	Pupils achieving external qualifications	Teaching Staff, SLT and alternative provision providers
B) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;	<p>Clear signage around school site</p> <p>Hand rails at entry points</p> <p>Ramps at entry points</p> <p>Lift in main teaching area</p> <p>Disabled parking bays</p>	Ongoing	Enabling access to all areas of Lindsworth School for everyone	Headteacher / BSM

OBJECTIVE	ACTIONS / STRATEGIES	WHEN	SUCCESS CRITERIA	MONITORING AND EVALUATION
(All pupils, parents/carers and visitors able to access all areas of Lindsworth School)				
C) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.	Internal signage Large print resources Induction loops Pictorial or symbolic representations Child Friendly versions of information	Ongoing	All pupils able to access information given	All Staff