

Lytham C of E Primary School



Accessibility Plan

To inspire everyone in our school family to be the best they can be within our caring Christian community.

Our strap line is, 'Together We Grow With God'.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

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

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

At Lytham C of E Primary School, we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

The Accessibility Plan will be published on the school website.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equalities Policy explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Lytham C of E Primary School Accessibility Plan

Improving Access

Target	Strategy	Timescale	What will it look like?
To be aware of the access needs of disabled children, staff, Trustees and parents/ carers	<p>Ensure the school staff and governors are aware of access issues ('access' meaning 'access to' and 'access from')</p> <p>Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</p> <p>Ensure staff and governors can access areas of school used meetings</p> <p>Annual reminder to parents and carers through newsletter to let</p>	As required	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff and governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p>

	<p>us know if they have problems with access to areas of school</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</p> <p>Communication in print around school to help children's understanding and visual recognition.</p>		<p>Parents have full access to all areas of school</p> <p>Targeted Learning Plans are prepared and reviewed as individual needs change</p> <p>PEEPs introduced if advised by occupational therapists (PEEPS= Personal Emergency Evacuation Plan)</p>
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Maintain safety for visually impaired people.	<p>Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges.</p> <p>Check exterior lighting is working on a regular basis.</p> <p>Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate.</p> <p>Check flashing beacons that signal fire alarm activation regularly.</p>	Annually, and as new children join the school throughout the year	Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be added and then monitored if/ when needed throughout the school year
Lunchtime arrangements	Ensure children who need longer to eat lunch have more time during lunchtime.	Daily	All children can access adequate time for lunch
Ensure there are enough fire exits around school that are suitable for people with a disability.	Daily health and safety checks of the school and its surroundings. Ensure staff are aware of need to keep fire exits clear.	Daily	All disabled personnel and pupils have safe exits from school.
Whole School Evacuation	<p>Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities).</p> <p>Children to have PEEPs if needed.</p>	Annually, and as new children join the school throughout the year	All physically disabled persons can be safely evacuated.
Accessible car parking	<p>Disabled members of staff and visitors have a place to park in the staff car park (space closest to the school building).</p> <p>There is a place for disabled members of staff and visitors to park throughout the school day.</p>	Daily	There is a place for disabled members of staff and visitors to park throughout the school day.

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Accessibility Plan Improving Curriculum Access

Target	Strategies	Timescale	What will success look like?
Access to learning/ in class provision	<p>Review SEND children’s access to curriculum within class sessions.</p> <p>Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed.</p> <p>Ongoing monitoring from SENCO.</p> <p>Liaise with external professions e.g. SALT/OT/ EP to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.</p>	On going	All pupils have equal access to a broad and balanced curriculum
All school visits and trips need to be accessible to all pupils	<p>Risk assessments to ensure that all children including children with physical disabilities can access trips.</p> <p>Ensure venues and means of transport are vetted for suitability</p> <p>Ensure staff are fully briefed with regards to children with SEND</p>	On going	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Annually	All pupils have access to PE and are able to excel, for example via support from an adult
Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	<p>Ensure whole school events can be adapted to include all children. Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school</p> <p>Ensure there is a way of getting children with mobility issues/ wheelchairs to the church</p>	On going	Disabled children feel able to participate equally in out of school activities.

Make sure the church is accessible	Keep up-to-date with the PCC/ FAF committee about the use of the church and any potential changes/ uses which could impact on the ability for a disabled child or member of staff to visit/ use	On going	Disabled children are able to use the church equally with other children.
Ensure all staff have specific training on disability issues	Identify training needs at regular meetings	On going	Raised confidence of support staff
Communication with Parents	Ensure parents have access to our SEN provision/SEN school offer currently on the school website. Ensure parents meet and can contact SENDCO at any time. Parents meet regularly with SENDCO to access further support and advice. Ensure that the annual report to parents of SEND is accessible and informative for parents.	On going	Parent/school communication is strong Parents confidently contact SENDCO for support and advice.
Pupil Voice	Children are given opportunities to share their concerns, their views and their ideas. Adaptations are made as needed.	On going	Children voice is heard and acted upon.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding and Child Protection Policy
- SEN Policy
- Medical Policy
- Teachers Standards 2012

This policy was created by the school's Headteacher with the SEN Governor in liaison.

Signed: **Miss Hannah Davies**

Date: **January 2026**

Review Date: **January 2027**

Agreed by the Resources Committee: **January 2026**