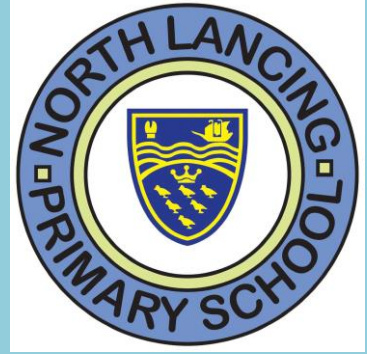


NORTH LANCING PRIMARY SCHOOL



Accessibility Plan 2023-2024

To be reviewed annually



North Lancing Primary School – Accessibility Plan

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.

Our school's mission statement talks of valuing the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

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.

The school supports any available partnerships to develop and implement the plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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

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

1. ACCESS TO THE CURRICULUM				
Targets	Strategies	Timescale	Responsibility	Success Criteria
To liaise with the local pre-schools to review potential intake each September.	To identify pupils who may need special provision.	On-going	EYFS teachers and SENCO	School is aware of any children due to start school who may have additional needs.
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010	On-going	Head teacher and governors	All policies clearly reflect inclusive practice and procedure.
To establish close liaison with parents and outside agencies for pupils with on-going additional needs.	To ensure collaboration between all key personnel.	On-going As required	SENCO / class teacher	Personalised plans are in place for any disabled pupils, and all staff are aware of pupils' needs.
Ensure support staff have specific training on disability issues.	Identify training needs at regular meetings.	On going	SENCO / Head teacher	Raised confidence of support staff.
Quick identification and skilled intervention provided to ensure pupils with disabilities make accelerated progress.	S&L and dyslexia screening. Termly data/ intervention meetings. Intervention as appropriate. Nurture.	On going	SENCo/Teaching Staff/Support Staff	To further improve outcomes for pupils with disabilities through skilled intervention.
Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access.	Individual access plans for disabled children when appropriate. Share information with all agencies involved.	On going	SENCO	All staff are aware of individuals' needs.
All school visits and trips need to be accessible to all pupils.	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible.	On-going	Class teacher / SENCO	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	On-going	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel.
Review curriculum areas and planning to include disability issues.	Include specific reference to disability equality in all curriculum reviews.	On-going	SENCO & Head teacher	Gradual introduction of disability issues into all curriculum areas.
Ensure disabled children can take part equally in lunchtime and after school activities.	Discuss with people running clubs after school. Assess support required.	As required	SENCO	Disabled children feel able to participate equally in out of school activities.

2. Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
Improve the physical environment of school.	Take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future site improvements and refurbishments.	On-going	Head teacher and governors	All newly refurbished areas are designed with accessibility in mind.
To enable physically disabled drivers to park easily in the school visitor car park.	Ensure a designated disabled parking space is included with any redesign of visitor parking.	On-going	Head teacher and governors	A designated space is allocated for disabled drivers.
Ensure everyone has access to the main reception area.	Ensure that wheelchair users can access the school via the delivery entrance.	On-going	Head teacher and caretaker	All access routes are clear from obstructions
All external areas of the school are clearly lit at night.	To maintain lighting across all outside access areas.	On-going	Head teacher and caretaker	All external areas of school are clearly lit at night.
Ensure safe movement around the school site, particular transiting from inside to outside.	Grab rails to be provided throughout school where necessary.	On-going	Head teacher and caretaker	Pupils can transition safely between inside and outside environments.
Maintain safe access for visually impaired people.	The edges of all steps to be regularly painted with textured yellow paint.	On-going	Head teacher and caretaker	School is accessible for visually impaired pupils, staff and visitors.
Ensure all disabled people can be safely evacuated.	<p>a) Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation by being aware of all individual needs.</p>	<p>As necessary</p> <p>On-going</p>	<p>SENCO</p> <p>Head teacher to remind staff. Check during fire drills</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.</p> <p>Disabled people in wheelchairs can be evacuated quickly and easily.</p>

3. Access to information				
Targets	Strategies	Timescale	Responsibility	Success Criteria
Signage around school to be in other languages.	Plans for a welcome sign in reception – need to decide which languages to use.	On-going	Head teacher / SENCO	All people feel they are welcome in school.
Ready access to school information for all.	Inclusive discussion of access and admission procedures. Ask parents about preferred formats for accessing information e.g. braille, other languages.	Annually	SENCO / Head teacher	Staff are more aware of preferred methods of communication, and parents feel included.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body and headteacher.

5. Links with other policies

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

- Risk assessment policy
- 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.



North Lancing School Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete
Corridor access	Corridors are ramped from the top but are stepped in between upper and lower school.	Handrails placed as necessary. Future building amendments to consider this.	Head teacher	On-going
Parking bays	Parking is limited. The only permanent parking onsite is for staff and is currently inadequate.	Any improvements or changes to parking will feature a disabled bay.	Head teacher	On-going
Entrances	The only wheelchair access is via the Year 3 corridor. All other entrances have stepped access.	Review any building changes to include better access.	Head teacher	On-going
Ramps	The top part of the building and lower school is ramped internally. Upper/lower connection is via stairs.	Review any building changes to include better access.	Head teacher	On-going
Toilets	There is one disabled toilet on site. Clear access from upper school but stepped access from lower school.	Review any building changes to include better access.	Head teacher	On-going
Reception area	The reception area is accessible via the deliver entrance only. The entrance space is restrictively small.	Review any building changes to include better access.	Head teacher	On-going
Internal signage	Internal signage is clear and at a variety of heights.	Maintain signage	Head teacher	On-going
Emergency escape routes	Independent escape possible from upper school corridor. Assisted escape required from other areas.	Review any building changes to include better access.	Head teacher	On-going

The school is situated on a steep hill and has been extended over many years to leave a very challenging, sprawling site with very restricted wheelchair and disability access. Consideration is always made as how best to improve access and any future building changes will try to address some of the issues.