Part of the Slough and East Berkshire CofE Multi Academy Trust

Lynch Hill School Primary Academy
Accessibility Plan

We Aim High, Work Hard, Care Deeply

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Position	Headteacher, SENDCo, Assistant Headteacher
Dated	September 2025
Date of next review	September 2026

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.

At Lynch Hill Primary Academy we aim to:

- Positively transform individual and shared circumstances, perceptions, attitudes and relations
- Challenge and eliminate discrimination and harassment of any kind
- Promote equal opportunities for all pupils by ensuring equal access to the curriculum and physical access for all, within reason
- Deliver high quality education for all pupils that reflects the diversity of our local community and society and reduces the chances of social divisions and parallel lives by recognising, celebrating and valuing different backgrounds, lifestyles and identities
- Promote tolerance, understanding and empathy
- Prepare pupils for full participation in modern Britain
- Create a strong school ethos where individuals are valued within a clear moral framework, to raise achievement and promote self-esteem and mutual respect
- Challenge behaviour and attitudes which impair the achievement of others
- Ensure that equal opportunities permeates all aspects of other policies and practices
- Create a welcoming environment for all visitors including those with disabilities
- Give opportunities to all pupils to discuss all aspects of life including bullying, racism, sexism, sexuality and disability in a safe environment

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, the complaints 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 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.

This policy complies with our funding agreement and articles of association.

3. Current Accessibility

Curriculum

- We ensure a rich, relevant and purposeful curriculum is offered, providing worthwhile experiences and ensuring that pupils are ready for the next phase of their education.
- Teachers receive regular training for children with additional needs and are able to meet a wide variety of needs within the classroom through high quality, differentiated teaching.
- Our universal provision ensures that adaptations are made to the curriculum in order to ensure that all pupils are given the support required to access lessons through the use of resources, alternative teaching styles, guided groups, pre-teaching and consolidation activities.
- Outside agencies are used where necessary and this includes Educational Psychologist, Speech and Language Therapist, CAMHS, Sensory Consortium, Physiotherapy and Occupational Therapy Services. These services both support our pupils directly where necessary and provide the school with support on advice with facilitating full access to school life.

Physical Environment

- All key facilities within the school are accessible to all users with wheelchair access to all areas with the exception of a small number of classrooms which can only be accessed via stairs. Handrails are present and clearly visible and arrangements are made for those who cannot access these areas.
- We have disabled parking spaces available for those with a blue badge.
- The school has been extended and remodeled over time. All extensions and adaptations are fully DDA compliant.
- We take advice from outside agencies such as occupational therapy and specialist teachers from the sensory consortium to make reasonable adaptations to the site in order to meet the specific needs of individual children wherever possible.

Information

- We work with the Sensory Consortium Service to ensure that children with a hearing or visual impairment have full access to all information presented to pupils and have access to specialist equipment to support this.
- Information is delivered and supported in a variety of ways for example; visual images to support written information, use of a reduced language load when delivering information verbally, written information presented in a large, clear font.
- Written information can be discussed with pupils and/or parents verbally providing opportunities to ask questions and ensure that information has been understood.

4. Action plan

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

Aim	Current good practice	Actions to be taken	Success Criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils	Curriculum resources include examples of people with disabilities.	Curriculum resources reflect a wider range of needs and disabilities including those that are represented within the school community.
	We use resources tailored to the needs of pupils who require support to access the curriculum	Collaborative working with external professionals such as the sensory consortium to ensure that pupils have access to the most appropriate resources.	Pupils are able to make use of overlays, sloping boards, lap tops and other resources in order to access the curriculum and record their learning.
	Curriculum progress is tracked for all pupils, including those with a disability	Meetings are held regularly in order to discuss pupils progress and attainment.	Pupils' needs are reviewed and addressed in a timely manner.
	Targets are set effectively and are appropriate for pupils with additional needs	Collaborative working among staff to ensure that targets are SMART and reflective of individual needs	Pupil's targets are specific and take into account their individual needs.
	The curriculum is reviewed to ensure it meets the needs of all pupils		
Improve and maintain access	The environment is adapted to the needs of pupils as required.	Create personalised risk assessments and access plans for individual pupils.	Adapt the physical environment according to individual needs as when

to the physical environment	This includes: • Ramps • Corridor width • Disabled parking bays • 4 Unisex wheel chair accessible disabled toilets across the school • Calm space and breakout rooms for identified pupils	Additional provision made for individual needs such as lined pathways and additional lines around areas of the playground to highlight steps and drain covers	required for users of the building.
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 • The use of overlays where required • Pictorial or symbolic representations	To ensure key documents are presented in such a way as to be accessible so that parents, carers and children can interpret the necessary information. To ensure accessibility to all including those with disabilities, poor literacy or language and cultural barriers. To ensure a variety of opportunities are given for parents to obtain information and attend consultation meetings using a variety of communication tools.	Information is available and accessible for the school community according to their needs. School actively supporting identified pupils and families to access all information with regard to curriculum and schooling. Effective communication meeting the needs of the families in order to better support pupils learning, achievement and access to opportunities. Multiple and varied opportunities for parents to be involved in their children's learning and celebration of their achievements, so that there is accessibility for all.

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 local governing body.

5. Links with other policies

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

- Health and safety policy
- Equalities policy
- Special educational needs and disability policy
- SEND information report
- Children with needs that cannot attend school