



Lethbridge Primary School

Accessibility Plan 2025 - 2028

Reviewed by	SLT & LGB
Date Agreed by LGB	November 2025
Next Review	September 2026

Lethbridge Primary School

Accessibility Plan 2025 - 2028

INTRODUCTION

Lethbridge Primary School is a diverse and inclusive community that focuses on the wellbeing and progress of every child and where our members of our community are of equal worth. We value diversity and seek to give everyone in the school an equitable opportunity to learn. Our guiding principle is to identify and overcome possible barriers to learning so that all students achieve their very best. Lethbridge is a school where all children, including those with disabilities, are supported and challenged to fulfil high ambitions. The school's SEND policy and local offer play a substantial role in guiding the school's developing provision for children with special educational needs and disabilities (SEND).

CONTEXT

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To ensure all disabled children, and those with protected characteristics, fully participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled children are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to disabled children, so information is as available as it is for children who are not disabled.

AIMS

The aims of this plan are:

- To ensure all children are fully involved in school life and are making good progress.
- To identify barriers to participation and find practical solutions to overcome these.
- To work collaboratively with disabled children, and those with protected characteristics, and their parents/carers to create appropriate provision
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting all children.

- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled children.

DEFINITIONS

Definition of Disability (Equality Act 2010): “A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day- to-day activities.” Definition of Special Educational Needs (SEND Code of Practice September 2014) - A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she: a) has a significantly greater difficulty in learning than the majority of others of the same age, or b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

THE ACCESSIBILITY PLAN

This plan summarises our development priorities in the three areas specified by the Disability Act (see introduction above). The school is also committed to making reasonable adjustments for individual children to ensure all can be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

TO ENSURE ALL DISABLED CHILDREN, AND THOSE WITH PROTECTED CHARACTERISTICS, FULLY PARTICIPATE IN THE SCHOOL’S CURRICULUM

Children with SEND (special educational needs or disability) are given access to the curriculum supported by the school’s SEND provision and in line with the needs of the individual and the wishes of their parents/carers. Every effort is made to educate children with SEND alongside their peers in a mainstream classroom setting. On the rare occasion that this is not possible, the SENCO consults the child and parents about proposed flexible arrangements.

The school curriculum is regularly reviewed to ensure that it is accessible to children of all abilities and supports the learning and progress of all children as individuals. This includes learning outside the classroom. Our Special Educational Needs and Disability Policy, Local Offer and SEND Report outline the provision the school already has in place to support students with special educational needs and disabilities (SEND). This includes:

- a) Identification of SEND at a very early stage
- b) Keeping staff fully informed of the special educational needs/disability of any child.
- c) Listening to child and parent/carer views and considering them in all aspects of school life.
- d) Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.
- e) Specialised in-class support or guidance from trained TAs (Teaching Assistants).
- f) Specific intervention to build skills (particularly for literacy and numeracy) in small groups and/or adapted timetables.

g) Specialist advice from other professionals (e.g. speech and language therapist, school nurse, occupational therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.

h) Specific target setting and monitoring to ensure all students with SEND make at least sufficient progress and accelerated progress in intervention groups.

i) Ready access for parents to staff, with partnerships supported by ongoing home-school liaison.

j) A structured and dedicated Y6/7 transition programme for vulnerable students

k) Multi-agency support coordinated by the school's SENCo.

Our curriculum is carefully chosen to ensure children:

achieve – academically and personally

belong – feel that they belong to and are valued as part of the school community, so that they attend, behave and contribute positively to what the school offers

thrive – benefit from the right systems, processes and levels of oversight, so that they are kept safe and are able to flourish, whatever their background or individual needs

TO IMPROVE THE PHYSICAL ENVIRONMENT OF THE SCHOOL TO ENSURE DISABLED CHILDREN ARE ABLE TO TAKE ADVANTAGE OF EDUCATION AND OTHER BENEFITS, FACILITIES OR SERVICES PROVIDED OR OFFERED BY THE SCHOOL.

The school environment already incorporates many features to ensure accessibility to children with disabilities. These include: a) Level access to all downstairs areas. b) Sloped access to EYFS c) Accessible toilets on all floors d) Fire Evacuation Plans for any individual who requires it. e) Customised furniture and/or equipment is available as required. f) Accessible lifts so all children can access upper floors. g) Hearing loops fitted in hall and classrooms.

In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual children's needs are met. Similar attention is given to how children's needs can be met on school journeys and visits.

TO IMPROVE THE DELIVERY OF INFORMATION TO DISABLED CHILDREN AND THEIR PARENTS/CARERS, SO INFORMATION IS AS AVAILABLE AS IT IS FOR CHILDREN WHO ARE NOT DISABLED.

Teachers and TAs consider the needs of each SEND student and provide accessible learning resources for them. The use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all children. Visual and audio information is now as common as written information. In addition, the school makes the following available as appropriate: a) Differentiated resources with particular attention to reading age, images and layout. b) Laptops and

other digital technologies. Voice activated software. c) Coloured overlays for text. d) Tactile resources. e) Readers and/or scribes in tests, where appropriate

The following opportunities to improve further will be explored: a) Opportunities provided by digital technologies. b) Regular clear and relevant information to parents in home language if required.

RESPONSIBILITIES

- All staff are responsible for identifying and removing barriers to learning for disabled pupils.
- All leaders are responsible for improving accessibility within their area of responsibility.
- The Governing Body is responsible for the approval of this plan.
- The Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan.
- The SENCO is responsible for ensuring that all current children's needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled children's needs.

REVIEW

This Accessibility Plan has the status of a policy of the Governing Body and is reviewed every 3 years. The views of disabled children and their parents and carers will feed into the review.

RELATED POLICIES

- Trust-wide Equality, Diversity and Inclusivity Policy including Public Sector Equality Duty
- Special Educational Needs and Disability Policy and Local Offer
- Teaching, Learning and Assessment Policy
- Behaviour Policy