

Lingfield Primary School

A Personal Best School



Lingfield Primary School Accessibility Plan

Date Agreed by Governors	Summer 2025
Review Date	Summer 2028

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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 pupils with a disability can participate in and access a mainstream curriculum
- Improve the physical environment of the school to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with a disability

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.

As a Personal Best school, it is our commitment to learn collaboratively within a supportive and inclusive environment. Through ongoing education and training, the school promotes a culture of respect for all, we promote equality by recognising and celebrating diversity and we create a school community that prepares our children for a life in a diverse society.

The plan will be made available on the school website.

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.

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-pupils with a disability. 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.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
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<p>Increase access to the curriculum for pupils with a disability</p>	<p>Explain your school's approach here. Examples:</p> <ul style="list-style-type: none"> ● Our school offers a differentiated curriculum for all pupils ● We use resources tailored to the needs of pupils who require support to access the curriculum ● Curriculum resources include examples of people with disabilities ● Curriculum progress is tracked for all pupils, including those with a disability ● Targets are set effectively and are appropriate for pupils with additional needs ● The curriculum is reviewed to ensure it meets the needs of all pupils 	<p>Short Term:</p> <p>Establish staff confidence in delivering differentiated learning to pupils with additional needs.</p> <p>Medium Term:</p> <p>Identified training delivered to staff to support confidence and effectiveness of learning for all pupils including those with additional needs.</p> <p>Long Term:</p> <p>Strategies and differentiation to support children with additional needs embedded.</p>	<p>Staff training audit to be completed</p> <p>Action plan in response to identified training needs</p> <p>Delivery of staff training to all or identified groups of staff</p> <p>Ongoing staff CPD</p> <p>Class observations</p> <p>Mentoring</p>	<p>SENCO/LT</p> <p>SENCO/LT/ Subject Leaders</p> <p>SENCO/LT/ Subject Leaders</p>	<p>Staff confidence clear and action plan completed to inform future training needs.</p> <p>Staff more confident and effective in delivery of learning to all children including those with additional needs. Evidenced through classroom observations, pupil feedback, data and staff mentoring</p> <p>Appropriate and adapted curriculum delivery for children with additional needs embedded. Evidenced through classroom observations, pupil feedback, data and staff mentoring</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> ● Ramps on some outside doors ● Corridor width 				

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|--|--|--|--|--|--|
| | <ul style="list-style-type: none">● Fluorescent markings in corridors, specific classrooms and playground● Disabled parking bays● Disabled toilets and changing facilities● Library shelves at wheelchair-accessible height● Visual fire alarm in boys toilets | | | | |
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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

5. Links with other policies

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

- 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