



# Lawrence House School

## Accessibility Plan

Document Reference	LHS Accessibility Plan
Publication Date	September 2025
Review Date	September 2026
Approved Headteacher	Philip Davies
Approved Chair of Governors	Tony Nolan

## 1. Aim

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 students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

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.

This accessibility plan is compliant with schedule 10 of the Equality Act 2010 and the Department for Education guidance for schools on the Equality Act 2010. The plan will be reviewed annually to ensure it remains effective and reflects the needs of our school community. The plan is published on our school website and is available in alternative formats upon request.

## 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Under the Equality Act 2010, we have a duty to make reasonable adjustments for students, staff, and parents/carers with disabilities. We will consider the cost, effectiveness, and practicality of adjustments on a case-by-case basis, taking into account our school's resources and context. We will not charge students for reasonable adjustments.

### **Auxiliary Aids and Services**

We will provide auxiliary aids and services where these are reasonable adjustments for students with disabilities. This may include:

- Specialist equipment (e.g., hearing loops, adaptive keyboards)
- Additional adult support
- Accessible learning materials
- Assistive technology

We will assess the need for auxiliary aids on an individual basis, considering whether they are needed specifically for education at school or for all aspects of a child's life. We will fund reasonable auxiliary aids from our school budget, and will work with the local authority where appropriate to secure additional funding or resources.

### 3. Action Plan

#### *Improving Physical Access*

Target	Strategies	Timescale	What will success look like?
To be aware of the access needs of disabled children, staff and parents/ carers	<ul style="list-style-type: none"> <li>• Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</li> <li>• Ensure staff, Parents and carers can access areas of school used for meetings</li> <li>• Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school</li> <li>• Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (student or adult) becomes physically impaired</li> </ul>	As required	<ul style="list-style-type: none"> <li>• SEND objectives are in place for disabled students, and all staff are aware of students' needs.</li> <li>• All staff, parents and carers are confident that their needs are met.</li> <li>• Continuously monitored to ensure any new needs arising are met.</li> <li>• Parents have full access to all areas of school</li> <li>• PEEPs are prepared and reviewed as individual needs change</li> </ul>
Maintain safety for visually impaired people	<ul style="list-style-type: none"> <li>• Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges</li> <li>• Check exterior lighting is working on a regular basis</li> <li>• Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate</li> </ul>	Annually, and as new children join the school throughout the year	<ul style="list-style-type: none"> <li>• Visually impaired people feel safe in school grounds.</li> <li>• Yellow edges to be monitored as needed throughout the school year</li> </ul>
Ensure there are enough fire exits around school that are suitable for people with a disability	<ul style="list-style-type: none"> <li>• Daily health and safety checks of the school and its surroundings.</li> <li>• Ensure staff are aware of need to keep fire exits clear</li> </ul>	Daily	<ul style="list-style-type: none"> <li>• All disabled personnel and students have safe exits from school.</li> </ul>

Whole School Evacuation	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Children to have PEEP's if needed</li> </ul>	Annually, and as new children join the school throughout the year	<ul style="list-style-type: none"> <li>• All physically disabled persons can be safely evacuated.</li> </ul>
-------------------------	--	---	--

### *Improving Curriculum Access*

Target	Strategies	Timescale	What will success look like?
Access to learning/ in class provision	<ul style="list-style-type: none"> <li>• Review SEND children's access to curriculum within class sessions.</li> <li>• Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed.</li> <li>• Ongoing monitoring from SENCO.</li> <li>• Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• All students have equal access to a broad and balanced curriculum</li> </ul>
All school visits and trips need to be accessible to all students	<ul style="list-style-type: none"> <li>• Risk assessments to ensure that all children including children with physical disabilities can access trips.</li> <li>• Ensure venues and means of transport are vetted for suitability</li> <li>• Ensure staff are fully briefed with regards to children with SEND</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• All students are able to access all school trips and take part in a range of activities</li> </ul>
Review PE curriculum to ensure PE is accessible to all students	<ul style="list-style-type: none"> <li>• Review PE curriculum to include disability sports</li> </ul>	Annually	<ul style="list-style-type: none"> <li>• All students have access to PE and are able to excel, for example via support from an adult</li> </ul>

Ensure children with disabilities can take part equally in whole school events and after school activities	<ul style="list-style-type: none"> <li>• Ensure whole school events can be adapted to include all children</li> <li>• 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</li> </ul>	As required	<ul style="list-style-type: none"> <li>• All children feel able to participate equally in out of school activities.</li> </ul>
Ensure all staff have specific training on disability issues	<ul style="list-style-type: none"> <li>• Identify training needs at regular meetings</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Raised confidence of support staff</li> </ul>
Communication with Parents	<ul style="list-style-type: none"> <li>• Ensure parents have access to our SEN provision/SEN school offer</li> <li>• Ensure parents meet and can contact SENCO at any time.</li> <li>• Parents meet regularly with SENCO to access further support and advice.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Parent/school communication is strong</li> <li>• Parents confidently contact SENCO for support and advice.</li> </ul>
Student Voice	<ul style="list-style-type: none"> <li>• Children are given opportunities to share their concerns, their views and their ideas.</li> <li>• Adaptations are made as needed.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Children voice is heard and acted upon</li> </ul>

#### 4. Monitoring and Review

This accessibility plan will be:

- Reviewed annually by the Headteacher and SENCO
- Approved by the governing body
- Published on the school website
- Made available in alternative formats upon request
- Monitored through regular audits of accessibility provision
- Updated in response to changing needs of students, staff, and parents/carers
- 

The governing body has overall responsibility for ensuring the plan is implemented effectively. Progress against targets will be reported to governors annually.

We will consult with students, parents/carers, and staff with disabilities when reviewing and updating this plan.

## **5. Complaints**

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.

If you believe the school has not made a reasonable adjustment or has discriminated against you because of a disability, please contact the Headteacher or SENCO. We will investigate all concerns thoroughly and take appropriate action.