



**Lawns Park Primary School**  
**Lawns Park:** Learning **Positivity**, Learning **Perseverance**,  
Learning **Patience**, Learning **Politeness**.

### **Accessibility Plan**

September 2024  
Review September 2025

## 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 Lawns Park we aim to provide a caring and nurturing environment where all children achieve their potential, becoming confident individuals and successful learners who can work collaboratively and communicate effectively. Through responsive and reflective teaching and a curriculum which is engaging, relevant, challenging and fun, our children are able to develop the skills they need to become lifelong learners and to have a love of learning. We promote the importance of respect and community and aim for our children to become responsible citizens who make a positive contribution to society and show respect towards all others. We encourage our children to demonstrate resilience when faced with challenge as it is our overarching aim for everyone at Lawns Park to be **perseverant**

At Lawns Park we continuously strive to ensure that everyone in our community is treated with **politeness** and **patience**. Everyone will be given fair and equal opportunities to develop to their full potential with **positive** regard to gender, ethnicity, cultural and religious background, sexuality or disability. 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, governors and visitors to the school.

Our school values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens Our school values are

- Learning **Positivity**,
- Learning **Perseverance**,
- Learning **Patience**,
- Learning **Politeness**.

## 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## 3 Monitoring Arrangements

This document will be reviewed every three years but the intention is that it will be updated annually, alongside the SEND information report and in line with pupils new to the school.

It will be approved by the Welfare committee

Links with other policies

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

Risk assessments

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

The local SEND offer.

SEND policy and information report

## 4. Action plan

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

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	Lawns Park Primary School offers a differentiated curriculum for all pupils.	To ensure all pupils are able to access the curriculum and make progress	Monitoring of teaching and learning to ensure all pupils can access	Headteacher SENCo	September 2025	All pupils in school are able to access the curriculum fully and are making progress.
	Lawns Park Primary School staff use resources that are tailored to the needs of pupils who require support to access the curriculum.	Make reasonable adjustments to the learning to allow all children full access to the curriculum, through use of appropriate resourcing.	<ul style="list-style-type: none"> <li>Audit of resources to ensure they have access to equipment needed</li> <li>Overview of planning to ensure tasks are differentiated and appropriate</li> </ul>	SENCo ICT leader	September 2025	All pupils have equal access to the curriculum using the resources appropriate to their need.
	Lawns Park Primary School offers a differentiated curriculum for all pupils.	To ensure all pupils are able to access the curriculum and make progress	Monitoring of teaching and learning to ensure all pupils can access	HT and SENCo	September 2025	All pupils in school are able to access the curriculum fully and are making progress.
	Lawns Park Primary School uses resources tailored to the needs of pupils who require support to access the curriculum.	Make reasonable adjustments to the learning to allow all children full access to the curriculum, through use of appropriate resourcing.	<ul style="list-style-type: none"> <li>Audit of resources to ensure they have access to equipment needed</li> <li>Overview of planning to ensure tasks are differentiated and appropriate</li> </ul>	SENCo and ICT leader SENCo SLT	September 2025	All pupils have equal access to the curriculum using the resources appropriate to their need.
	Our curriculum progress is tracked for all pupils, with clear analysis of target groups.	Pupils will be assessed and tracked termly using the National Curriculum, Developmental Journal, B squared progression steps and Stages not Ages.	Termly Tracking will include all target groups Analysis of all pupil data to include teaching staff, SENCo and SLT	Teachers SENCo SLT	Termly review Termly pupil progress meetings	Attainment and progress will be tracked for all pupils Target setting to enable accelerated progress and gaps to be narrowed

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Improve and maintain access to the physical environment	Classrooms and communal areas have clear access and egress for all users  Learning environments are purposeful and appropriate, minimising sensory overload for all users.	All pupils and staff will be able to enter, move around and exit the classroom safely.  Learning environments will be enabling  Display materials will be kept with designated boards.	<ul style="list-style-type: none"> <li>Governors and Superintendent to carry H&amp;S audit annually</li> <li>Near misses/ hazards to be reported to Superintendent as soon as possible</li> <li>Learning environments to be monitored as part of leadership learning walks.</li> </ul>	Governors Superintendent  All staff  SLT	September 2025	Classrooms and communal areas are fully accessible by all pupils, staff and visitors.  The learning environment is enabling and accessible to all pupils ensuring fair access to the whole curriculum.
	The access toilets and changing facilities are reviewed to ensure they still meet the requirements of the pupils in school.	Ensure the Care suite and toilet facilities continue to remain appropriate for the needs of the pupils, staff and visitors.	<ul style="list-style-type: none"> <li>SENCo to audit the facilities in line with the current cohort of SEND pupils.</li> <li>Ensure the area is decluttered and safe for access.</li> <li>Check the rise and fall bed works safely as does the alarm.</li> </ul>	SENCo   Superintendent	September 2025	All access facilities can be used by all pupils, staff and visitors as required.
	Communal spaces, walkways and classrooms are consistently accessible and free from any unnecessary items.	The school environment will be tidy and accessible to all users at all times.	<ul style="list-style-type: none"> <li>Regular audits of the spaces around school and actions taken if needed.</li> </ul>	HT and health and safety team	Termly	All areas of the school are accessible by all members of the school community.
	Improve accessibility to outdoor provision during morning breaks and lunchtime	Lunchtime provision to be split into three sittings (2-year groups per sitting) Introduction of zones outdoors with access to a range of equipment Access to indoor spaces for those with sensory needs/ SEMH needs	<ul style="list-style-type: none"> <li>Ongoing audits of outdoor/ indoor provision and appropriate use/ resourcing</li> <li>Review of lunchtime and breaktime provision for individuals termly</li> </ul>	Wellbeing and Inclusion lead  Headteacher	Behaviour data to be reviewed in line with assessment data (termly)	All pupils have access safely to the outdoor environment

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
To provide safe spaces that are aesthetically pleasing and fit for purpose.	Lawns Park have a designated central calm down room- a space for children to feel safe in times of dysregulation.	To improve the aesthetics of the calm/safe space for children to regulate.	New Flooring/ rug Addition of cushions	HT/SENCO/Site manager/ Inclusion Lead	September 2025	Dysregulated pupils have a space that is aesthetically pleasing that they can use to calm.
	Calm down spaces in classrooms for all pupils needing a moment to think/ reflect  Designated safe spaces for children with ASD/ SEMH needs. - appropriate to the needs of the individual.	Pupils can independently and swiftly access a space that helps to regulate their emotions, within the classroom.	<ul style="list-style-type: none"> <li>Designated spaces to be created in classrooms as appropriate to the needs of individuals.</li> <li>All classrooms to have a space for children to take a moment of reflection</li> <li>Introduction of 'Zones of Regulation.'</li> </ul>	Class teachers Inclusion Lead SENCo   Inclusion Lead SENCo	Ongoing    Spring Term 2025	Pupils will be able to implement their own emotional regulation skills
	Provision based opportunities in all classes as appropriate to the need of the cohort	Pupils will have access to the curriculum through differentiated provision suitable to their needs.	Create spaces/ areas for small scale provision to be accessed.	Class Teachers Inclusion Lead SENCO	Ongoing	Provision areas established that enable children to demonstrate skills, enabling progress.
Enable all users to access the curriculum and delivery of information through a range of media	Delivery of information in the environment and learning activities is appropriate to the needs of the all users.	Classrooms will use a range of strategies including visual prompts, read aloud software and concrete materials to allow fair and equal access to the curriculum, appropriate to individual need	<ul style="list-style-type: none"> <li>Class visual timetables to be used across school</li> <li>Universal symbols to be used for consistency</li> <li>Staff will be trained in the use of visual prompts</li> <li>Widget will be used as a standard programme for producing new symbols in learning activities</li> <li>Staff will be employing a range of strategies appropriate to the needs</li> </ul>	Class teachers SENCO  Well-being and inclusion lead  SLT	Ongoing	All pupils have fair and equal access to the curriculum and information in a way that is appropriate to their need.

			of the child			
<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Enable all users to access the curriculum and delivery of information through a range of media	<p>Emergency signage around school is produced in a font size and colour to enable all visitors to access it</p> <p>Learning resources are printed in a manner that is suitable to those with individual needs</p> <p>Information for parents, carers and visitors can be produced in a format that is suitable to individual needs when requested.</p>	To ensure that all members of the community can access print in a format that is appropriate to their need.	<ul style="list-style-type: none"> <li>• Superintendent to audit emergency notices as part of Health and Safety audit.</li> <li>• Class teachers to differ how they provide printed materials suitable to the needs of the individual learner.</li> <li>• Office staff to access parent information print in different formats as requested.</li> </ul>	<p>Superintendent</p> <p>Class Teachers</p> <p>Office Staff</p>	Ongoing	<p>All written print around school is accessible to all members of the school community.</p> <p>Information for parents and carers will be available in a range of formats as requested.</p>