



Lynneham

Primary School

Accessibility plan

2025-2028

Date: October 2025
Review: October 2028

Member of staff responsible	Mrs Melissa Dixon
Governor responsible	Mr Dan Alexander
Date approved at Governing Body	
Frequency of policy review	3 years
	Updated annually

Contents

1. Aims.....	2
2. Legislation and guidance	3
3. Action plan.....	4
4. Monitoring arrangements	11
5. Links with other policies	11

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.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, parents, governors and pupils of the school.

The SEN Code of Practice 2014 states that under the Equality Act 2010 schools:

- must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- must not discriminate for a reason arising in consequence of a child or young person's disability
- Must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
- Must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.
- Must publish accessibility plans setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.

At Lyneham Primary school we are committed to providing a fully inclusive and accessible environment for all pupils, staff, parents and visitors. This accessibility plan outlines how we will meet the needs of disabled pupils, staff and visitors within our school over the next 3 years.

Overall aims:

- To ensure that disabled pupils and pupils with additional needs have access to relevant equipment to support their access, development and learning.
- To continue to ensure that all pupils are able to access the curriculum and wider school life and that reasonable adjustments are made when required.
- To ensure that all parents and carers are able to access the school's wider community and support with their child's learning.
- To ensure that staff are trained in meeting the needs of all pupils including those with additional needs and disabilities to enable them to access the curriculum.
- To improve and maintain access to the physical environment.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is regularly tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>Children with learning needs are supported through a range of proven interventions and a range of inclusive teaching strategies is used to ensure pupil progress.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Additional bank of laptops/iPad in place and supporting pupils with SEN who require alternative means of recording.</p> <p>Assistive technology is in place for pupils with hearing impairments.</p> <p>Inclusion quality Mark 2019 achieved.</p> <p>Dyslexia Friendly School BDA quality mark July 2022.</p>	<p>Ensure that all children have the correct height of furniture and are seated effectively within the classroom to access teaching and learning.</p> <p>Ensure Exam Access arrangements are in place for those pupils who have the required knowledge and skills but who can't demonstrate this due to their disability.</p> <p>Individual curriculum development for children within the Resource Base.</p> <p>Development of communication and language focus curriculum for children within the RB</p>	<p>Ensure that children who have been provided with equipment such as classroom chairs from OT have these assessed regularly in order to check that they are functioning properly and are effective in enabling the pupil to access the curriculum.</p> <p>Reasonable adjustments are put in place that do not affect the integrity of the examination or give the learner an unfair advantage for National Curriculum Tests.</p> <p>Differentiation and tailored objectives within the special interests of the child. Use of B squared assessment tool to track curriculum progress.</p>	<p>SENCO, class teachers and outside agencies such as OT and Physio.</p> <p>SENCo Class Teacher</p> <p>RB teacher Class Teacher RB manager</p>	<p>As required</p> <p>As required</p> <p>ongoing development through 2025-2028</p>	<p>All pupils will have access to the correct height of furniture.</p> <p>Pupils with specific furniture will be able to access the curriculum effectively.</p> <p>Children who have the knowledge and skills to access end of key stage assessments will not face barriers to success because of their disability.</p> <p>Children within the resource base will have access to developmentally appropriate areas of the LPS curriculum</p>

	<p>Different language texts sourced where possible and translation software used to aid access for children with EAL.</p> <p>Bug club access for all children in KS1 matched to their phonic knowledge level with read to me option.</p> <p>Barrington Stoke books available to ensure accessibility for all children including dyslexic and reluctant readers to experience the joy of reading matched to the age of the reader.</p>	<p>PE coach to develop inclusive approach to sport. Developing a range of adaptive sporting activities such as the use of bells in balls to support visually impaired children, seated ball sports, larger baskets etc</p>	<p>PE coach to attend training and share with wider staff members on inclusivity in sport.</p>	<p>PE coach and subject lead team</p>	<p>Term 4 2023</p>	<p>that ensure they are equipped with the language, skills and knowledge they will need to progress and reach their full potential.</p> <p>Children with disabilities will be able to access the PE curriculum at a developmentally appropriate levels .</p>
<p>To continue to ensure that all pupils are able to access wider school life and that reasonable adjustments are made when required.</p>	<p>Personal risk assessments are completed for pupils with a disability prior to trips and excursions to ensure they can be included as fully as possible.</p> <p>Venues for educational trips are accessible for all pupils where possible. All pupils have access to after school and lunch time clubs which are staffed to ensure any pupils who wish to attend can.</p> <p>School council members consulted with their classes to ensure pupil voice included on accessibility plan.</p>	<p>Ensure pupil led clubs at lunch times are representative of our pupil population.</p> <p>Pupils with SEN are represented in proportion on the school council and anti-bullying ambassadors</p>	<p>Disadvantaged Learner Leader to work with pupils to determine clubs they wish to lead and organising the equipment they need.</p> <p>Monitor elected council members to assess if representative of all groups</p>	<p>Disadvantaged Learner Leader</p> <p>Anti-bullying school council staff member lead/ class teacher</p>	<p>Term 4 2025</p> <p>Termly at meetings</p>	<p>All pupils are represented and are able to contribute pupil voice to school council and Anti bullying ambassadors.</p>

<p>To ensure that all parents and carers are able to access the school's wider community and support with their child's learning.</p>	<p>New parent welcome meetings with PSA, Transition Coordinator, FOLPS.</p> <p>Information regarding SEND such as the SEND information report, local offer, policy, accessibility plan is available on the school website and is easily accessible.</p> <p>SEN Information Leaflets given at parents' evening to signpost to key information for parents of pupils on the SEN register.</p> <p>Information on attainment, progress and personalised provision is shared regularly with parents through face to face consultations and written reports.</p> <p>Topic webs for all year groups and all terms are available on the school website for parents, pupils and the community to access core curriculum knowledge and vocabulary for each year group by term.</p>	<p>Ensure that paper copies of policies and fortnightly newsletters are readily available should they be requested by parents/visitors who do not have access to the internet.</p> <p>Ensure that the languages of our school community are reflected around school and that parents who do not have English as their first language are still able to access information from school.</p> <p>Parents will know where to access further support for their child's mental health and wellbeing. Whole school approach to mental health and wellbeing shared with</p>	<p>Begin uploading one term at a time.</p> <p>Ensure that there are multilingual signs in classrooms relevant for pupils</p> <p>Ensure a translator is made available to parents/carers when required for meetings etc.</p> <p>Wellbeing tab included on school web site to sign post parents and carers to further support for children's social emotional and wellbeing and to develop their</p>	<p>SENCo</p> <p>Disadvantaged Learner Lead (EAL) and EMAS team</p> <p>Subject lead team to coordinate web site update and create Lyneham Language of emotions booklet.</p>	<p>Annually in Autumn Term</p> <p>2025-2028</p> <p>2025/6</p> <p>Term 6 2025/6</p> <p>One term at a time – update wellbeing language</p>	<p>Parents/carers/vis potential parents : able to access information about school easily and relevant form for t</p> <p>Our school global community is reflected throughout.</p> <p>Parents will easily be able to locate further support through the school website. Parents able to access key</p>
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		parents.	understanding of the whole school approach to wellbeing and positive mental health.		ladders	vocabulary used in the wellbeing curriculum.
To ensure that staff are trained in meeting the needs of all pupils including those with additional needs and disabilities to enable them to access the curriculum.	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Radio Aids • Pictorial or symbolic representations • Makaton signs to support communication in EYFS <p>Completion of training pertinent to individual needs of current pupils. e.g. 'The Hearing Impaired Child' Eipen and Midazolam training.</p> <p>Staff are supported to meet the needs of all pupils through regular pupil progress surgeries held with the SENCo and subject leaders.</p>	<p>Ensure that the equipment within school for pupils with physical difficulties meets their individual needs and that identified staff are fully trained to use them.</p> <p>Ensure equipment and resources for individuals is appropriately used</p> <p>Ensure that pupils with Hearing Impairment and Visual Impairment have access to the aids they require or that reasonable adjustments have been made to meet their individual needs.</p>	<p>Manual handling training arranged for any members of staff working with pupils who use equipment to support with physical difficulties</p> <p>Liaison with OT, Physio and Advisory Teacher for Physical and Sensory Impairment</p> <p>Support from the Hearing Impairment specialist teacher within school when required.</p> <p>Ensure Radio Aid is working and serviced</p> <p>Ensure that pupils with VI have access to the correct sized font as</p>	<p>SENCo to liaise with SSENS service to arrange</p> <p>SENCo and named staff members</p> <p>SENCo, VI, HI teachers and named staff, Business Manager</p>	<p>As required</p> <p>As required</p> <p>As required</p>	<p>Identified pupils to have allocated time to follow Physio and O.T programmes with appropriate equipment</p> <p>Identified staff to liaise with physiotherapist and occupational therapist</p> <p>Reasonable adjustments are made to meet the needs of individual pupils.</p>

			advised by the orthoptist or specialist VI teacher.			
	Whole school training from RB leader on how to include children based in the resource base into mainstream classes effectively.	<p>Update medical information in pupils files.</p> <p>Ensure that first aid certificates are updated when necessary and that staff are trained to meet the needs of more complex medical needs such as diabetes.</p> <p>Ensure all staff feel supported to meet the needs of children from the Resource base who may spend part of their school day within the mainstream classes.</p>	Organise any health related training as required based on individual pupils' needs.	SENCo SBM	Annually and then ongoing. First Aid training is undertaken when required	Staff are aware of children who have medical needs within school and are trained to manage these effectively.
Improve and maintain access to the physical environment	<p>The Lyneham Primary school site is fully accessible. There are no steps on stairs within the building. There are ramp access points at the upper hall and Mulberry Classroom. Other doors around the site open onto flat ground level.</p> <p>Corridors are wide for wheelchairs to pass through.</p> <p>There are accessible toilets and changing facilities in the Resource</p>	<p>Create access plans and Personal Emergency Evacuation Plan (PEEPs) for individual pupils when required.</p> <p>Identify access needs of parents on entry to school through parent meetings with Transition Coordinator.</p>	<p>Completed as required</p> <p>Throughout the year as required</p>	SENCo Transition Coordinator and class teachers	<p>As required</p> <p>As required</p>	<p>Identified pupils with physical difficulties have a PEEP in place to ensure that they can evacuate the building safely in the event of an emergency.</p> <p>School is aware of access</p>

	<p>Base corridor, year 3/4 corridor and in the mobile classroom.</p> <p>There are three disabled parking bays at the front of the school and we issue families who may need to use these with permits to drive onto the school site.</p> <p>Two multisensory rooms are available in the school which creates a safe calming space to support pupils with sensory integration needs.</p> <p>Handrails are available on sloped corridors at two child friendly levels.</p> <p>Individual work stations as required for individual children who may require a structured support to their learning and reduced distractions.</p> <p>Working walls support learners and provide a visual reminder of learning for all children.</p> <p>All fonts around school are dyslexia friendly and use colours that reduce visual stress.</p> <p>Small quiet space (Nest) available for children to use at break and lunch times as alternative to main dining area and playground.</p> <p>When planning alterations to RB consideration was given to ensure access for pupils with physical and medical needs</p>	<p>Identify the needs of the staff during recruitment, induction procedures, annual appraisal meetings and back to work interviews.</p> <p>Ensure corridors are clearly accessible throughout school.</p> <p>Footpath to the Forest School area is upgraded to improve access across the field for wheelchair users/ pupils with reduced mobility.</p> <p>Resource Base classrooms will provide space that reduces distraction and sensory overload, has visual prompts (such as personal timetables) and has breakout areas for smaller group or 1:1 work.</p>	<p>Annually and then as required.</p> <p>Corridors are checked daily.</p> <p>Apply for grant to the solar panel fund for environmental improvements. Apply for support from FOLPS</p>	<p>SLT</p> <p>All staff</p> <p>Caretaker, SENCo, SBM</p> <p>Beard Construction</p>	<p>As required</p> <p>Daily</p> <p>Term 5 2025-26</p> <p>Ongoing</p>	<p>needs of parents and parents are able to access the building effectively and safely.</p> <p>All needs of staff are highlighted and necessary adjustments are made</p> <p>All pupils, staff and visitors are able to move around the school safely.</p> <p>New Resource Base remains fully accessible for all pupils.</p>
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Evaluation:

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 and Headteacher

5. Links with other policies

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

- Risk Assessment Policy
- Health and Safety Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) Information Report
- Special Educational Needs and Disability (SEND) Policy
- Supporting Pupils with Medical Conditions Policy

