



West Lynn Primary Accessibility Plan

Reviewed by: Governing Body

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1. Duties

Schools' planning duty under the Equality Act 2010 states that schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) he or she has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The definition includes a wide range of impairments, including hidden impairments. If, for example, a child has an impairment affecting mobility, sight or hearing, or has learning difficulties such as a mental health condition, epilepsy, autism, a speech, language or communication impairment, asthma or diabetes then he or she may have a disability if the effect of the impairment on the child's ability to carry out normal day-to-day activities is 'substantial' and 'long-term'. Substantial in the DDA means 'more than minor or trivial' and Long-term means that the impairment has lasted at least a year or likely to last for at least a year.

The following duties are recognised by the school:

- Not to treat pupils who are disabled less favourably for a reason related to their disability
- To make reasonable adjustments for pupils with additional needs (see footnote), so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings, so that there is access to education for disabled pupils, staff and visitors, and to make the school buildings more accessible for all users with additional needs.

2. Contextual Information

West Lynn Primary School is a one form village primary school near King's Lynn, West Norfolk and currently has around 153 pupils on roll aged 4 to 11. Our building is set in spacious grounds with two playgrounds and a large playing field. The school has seven classrooms. The school also has as a log cabin for 1-1 and Thrive work, a library, and PE and dining hall.

3. Current range of learning needs

In Sept 2024 there were 22 children on the SEND register under the following categories reflecting their main area of needs: 4.5% have Physical and/or Sensory; 31.8% have Social, Emotional and Mental Health; 18.2% have Speech, Communication and Language; 31.8% have Cognition and Learning. We have 5 children with EHCP's.

4. Our Aims

The School is required to prepare an Accessibility Strategy and Accessibility Plan for increasing the accessibility over time of the School for pupils with additional needs. The DDA requires schools to plan for:

- a. Increasing the extent to which pupils with additional needs can access the School curriculum;
- b. Improving the access to the physical environment of the School
- c. Improving the delivery of written information to pupils with additional needs

i) Increasing Access to School Curriculum

West Lynn Primary School aims to provide high quality, challenging and stimulating teaching, which is matched to the differing needs of our children. The School aims to be inclusive by continually reviewing what we do to ensure that children fulfil their potential regardless of EAL, SEN or disability:

- Staff and Governors review policies annually
- The SIDP (School Improvement and Development Plan) sets targets to improve the quality of education, teaching, curriculum and assessment provided by the school
- All policy and aspect documents are written and reviewed to a policy outline, which includes reviewing each area with reference to children with SEN. Supporting policies are the Equal Opportunities / SEND policy / EAL policy / Curriculum policies / Anti-Bullying policy / Educational Visit policy.

ii) Improving Access to the Physical Environment of the School

West Lynn Primary School was remodelled in September 2014 and the building was designed to meet the requirements of the DDA and current building regulations. Consequently, the building fully complies with the physical access requirements of the DDA. However, the School recognises that over time some modifications may be required in the future to meet the specific needs of any pupils with additional needs and staff.

iii) Improving Written Information

The School ensures our stakeholders have equal access to written information. We have the ability to produce key documents for pupils and/or parents in appropriate fonts and print styles. We have access to printing Braille via the LA and have even arranged translation services when required.

Targets	Strategies	Lead	Timeframe
<u>Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum</u>			
To liaise with nursery providers to review potential intake for September 2025.	To identify pupils who may need additional to or different from provision for September 2025	Reception Class teachers, Executive SENDCO.	Spring Term 2025
To liaise with all secondary providers to review transition procedures.	To pass on information regarding SEND children. To liaise with secondary assistant SENCO at THS regarding new transition dates and arrangements	Year 6 Teachers, Trust SENDCo.	Summer Term 2025
To share ideas and expertise through WNAT.	Executive Head Teacher, Executive Deputy Head, Trust SENCo/SEND team, and appropriate staff to attend/ have minutes of strategy meetings.	Executive Head Teacher, Executive Deputy Head Teacher, Trust SENDCo, Trust Assistant SENDCo and appropriate staff	Termly
To ensure all children and adults are considered equal and all are recognised for their strengths by all members of the school community.	Whole School and Key stage assemblies and PSHE lessons address issues surrounding disabilities and learning needs. Ensure policies surrounding bullying, racism, unsociable behaviours clearly state there is a no tolerance policy on the above and that procedures are adhered to by all staff who deal with any incidents that arise.	SLT SLT	Ongoing and policies reviewed annually.
To ensure a close partnership with parents continues and for parents to be aware of the local agencies they can access to support them and their children.	To ensure collaboration and effective communication between school and families – through; Class Teacher Parent Meetings, Passports/IEP meetings, Parents' Evenings, website, newsletters and letters. Also, information such as ASD support groups, SEND Partnership Newsletters.	All staff SENDCo.	On going

Training for designated TAs as appropriate.	Ensure staff training is available when required for any health, behaviour or specific learning requirements. Training to be sought, when required, for specific disabilities.	All Staff and appropriate staff for specific things.	As Appropriate
To establish and maintain close liaisons with outside agencies for pupils with ongoing health needs.	To ensure collaboration between all key personnel, eg Trust SENDCo, Trust Assistant SENDCo, LAC Coordinator, school nursing team, Educational Psychologists, Speech and language team, parents etc.	Trust SENDCo, Trust Assistant SENDCo, Class teachers, LAC Co-ordinator	On going
To ensure full access to the curriculum for all children.	Curriculum CPD for all staff, scaffolded curriculum, and resources, visual timetables, curriculum assessment procedures, a range of support staff and groups to pre-teach and close gaps, use of interactive teaching equipment, e.g. IWB and visualisers, concrete resources, specific equipment sourced when recommended in a specialist report.	All staff implement the Teaching and Learning Policy. Trust Assistant SENDCo order / source specific equipment written on a specialist report.	On going
To ensure children have a pupils' voice	Pupil voice questionnaire to be completed.	All staff to complete questionnaires with pupils.	2 x yearly
<u>Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services</u>			
Improve the physical environment of the school when necessary.	Provision of: adapted seating/wheelchairs/standing frames, writing slopes and implements, coloured overlays/paper and ICT backgrounds. Consider seating positions when medical advice is received.	SENDCo	Ongoing as needed
To ensure all those with visual impairments can access the school independently.	School redecorated with appropriate colour schemes to improve access for visually impaired children.	HT	September 2025
To monitor and further develop playground facilities and equipment.	Teaching Assistants, School Council to encourage playground games; School council to liaise with children regarding playground equipment.	HT and SLT	Spring 2025