



Three Year Accessibility Plan

Autumn 2023 – Autumn 2026

Date of next review: _____ November 2024 _____

Signed: _____ *Ed Currie* _____ Date:
_____ 30.10.23 _____

Printed: _____ Ed Currie _____

Chair of Governors

Signed: _____ Andrew Rudkin _____ Date: 30.10.23

Printed: _____ Andrew Rudkin _____

(HEAD TEACHER)

LAST REVIEWED: October 2023

Definitions

In accordance with Schedule 10 of the Equality Act 2010, the school is required to have a 3 year accessibility plan which addresses:

- How we plan to increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum;
- How we can improve the provision of information to disabled pupils (which is already in writing for pupils who are not disabled); and
- How we can improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services of the school.

The Equality Act 2010 defines **disability** as: 'A physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities'.



Disability and Special Educational Needs

This has some overlap with the definition of 'special educational needs' in the Education Act 1996 (which includes pupils with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age) but not all pupils are disabled by their SEN and vice versa. Where 'disabled' pupils are referenced in this document it should be taken to include all pupils with SEN.

Associated documents

- Health and safety policy
- SEND Policy
- English as an Additional Language Policy
- Gifted and Talented Policy

Roles and responsibilities

The Governors and Trustees of Lyndhurst School have a responsibility to:

- prepare a written accessibility plan,
- keep the accessibility plan under review during the period to which it relates and, if necessary, revise it,
- implement the accessibility plan,
- have regard to the need to allocate adequate resources for implementing the plan.

Legislation

The Disability Act 1995, extended by the Special Educational Needs and Disability Act 2001, makes it unlawful to discriminate against disabled pupils, applicants or potential pupils.

Lyndhurst School acknowledges its duty towards pupils, staff, parents, governors and members of the wider community who have a disability.

Lyndhurst school recognises that it must:

- not treat disabled pupils less favourably;
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education.

Although the duty to make 'reasonable adjustments' does not include a duty to change physical features, it does include a duty to provide auxillary aids and services: 'where a disabled person would, but for the provision of the auxillary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, [a duty] to take such steps as it is reasonable to have to take to provide the auxillary aid'. There are no generic answers as to what is a reasonable adjustment. The duty is always child specific and context specific.



The Plan

Completed Ongoing To Do

In the achieved column, green denotes achieved, amber denotes an ongoing action, partly achieved with continual provision, red denotes a current target to action.

Increasing access for disabled pupils to the school curriculum

Action	Responsibility	Timescale for review	Success Criteria	Resources	Cost *	Status
Use of tablets in the classroom setting Significant investment in mobile devices to be used by all pupils across the school in subjects as appropriate	SLT	Ongoing	Use of tablets enables enhanced access to the curriculum for children with SEND.	Tablets Staff time to learn	Major	
Maths and English catch-up programme – DoodleMaths, Dynamo Maths, Nessy to develop and consolidate numeracy and literacy skills.	HoLS and Teaching staff	Use ongoing	Children using the programme are able to access the mainstream maths and English curriculum successfully.	Staff time (small group or 1-to-1)	Medium	
Investment in specialist equipment flash cards, coloured overlays, books and multi-sensory resources.	HoLS	Reviewed as needs arises	Children are able to access the mainstream curriculum more successfully	Financial	Low	
Use of SNAP Assessment to better assess the needs of children across the school and how better to assist them.	HoLS	Ongoing as issues are raised or children join the school.	Children identified as needing additional support are assessed and actioned.	Financial	Medium	



Three Year Accessibility Plan

Action	Responsibility	Timescale for review	Success Criteria	Resources	Cost *	Status
To change and adjust the desks and seating to allow easier access according to SEND provision	HoLS and SLT	Spring Term 2023 but ongoing assessment depending on changes	All children with SEND have correct and appropriate access	Financial	Low	
Small class sizes (<20) allow more teacher focus for children who require it. PP 1:8 ratio	SLT	Annual	Children make more progress (academic and personal development) than they would in a larger class.	Financial (reduced staff/pupil ratios)	Major	
Develop a wider range of teaching styles to enhance access to the curriculum – through CPD staff meetings and twilights	HoLS and SLT	Training ongoing	Staff are using a wider range of styles and there is a noticeable improvement in progress of SEND learners.	Staff time Training Cost of online platform	Medium	
Assessment of potential pupils for any learning difficulties	HoLS	Ongoing Termly reviews PPM and weekly staff briefing	Children are informally assessed, through observation of all staff on their taster day. Also some formal testing takes place. All staff meet with HOLS to decide if we can meet the individual's needs.	Staff time SNAP assessment Trial day form completed	Medium	



Three Year Accessibility Plan

Action	Responsibility	Timescale for review	Success Criteria	Resources	Cost *	Status
Provision of appropriate additional support: <ul style="list-style-type: none"> teachers provide differentiated support in the classroom one to one or small group lessons are provided by the learning support team outside specialist staff to support individual needs (ABA) plus key worker Increased in-class learning support assistance for all pupils.	HoLS and Teaching staff	Termly review of pupils at staff meeting and as needed in response to concerns raised. Termly ISP, Pupil Progress meetings and pupil progress reviews	Children's needs are being met and they are able to make progress (academically and in their personal development) against their ISP/targets.	Staff time Employment of additional support staff	High	
ELSA training for HoLS and HLTA	SLT	By end of academic year 2023	Use of an ELSA to provide emotional support to children who may need it	Financial Staff time	High	
Have a better awareness of staff members additional languages and proficiency available	HoLS	Ongoing	School better able to accommodate EAL students	Staff Time	Low	



Three Year Accessibility Plan

Improving access to the physical environment of the school

Action	Responsibility	Timescale for review	Success Criteria	Resources	Cost *	Achieved?
To change and adjust the desks and seating to allow easier access according to SEND provision	HoLS and SLT	Spring Term 2023 but ongoing assessment depending on changes	All children with SEND have correct and appropriate access	Financial	Low	
Monitor to ensure that all current pupils continue to be able to access all parts of the school	HoLS and SLT	Reviewed as new needs arise while continually monitoring current provision	All pupils are able to access all facilities within reason	Site Manager time	Medium	
Acquisition or fabrication of items such as chairs with arms, writing slopes, footstools, rulers with special grips, spring loaded scissors etc. to support children with poor motor skills (furniture)	HoLS and Teaching staff	As a need is identified. Annual review of SEND/this plan.	Items are in use within a maximum of 4 weeks of the need being identified.	Financial Staff time	Low - Medium	



Three Year Accessibility Plan

Action	Responsibility	Timescale for review	Success Criteria	Resources	Cost *	Achieved?
Continuing to monitor and develop the schools resources to support children with fine-motor skills, through the acquisition or fabrication of items such as writing slopes, footstools, rulers with special grips, spring loaded scissors etc. (specific resources)	HoLS and Teaching staff	As a need is identified. Annual review of SEND/this plan.	Items are in use within a maximum of 4 weeks of the need being identified.	Financial Staff time	Low - Medium	
Continuing to monitor and develop the school's resources to support children with a diagnosis of hyper-activity e.g. sensory cushions, 'fiddle & chew' items.	HoLS and Teaching staff	As a need is identified. Annual review of SEND/this plan.	Items are in use within a maximum of 4 weeks of the need being identified.	Financial Staff time	Low – Medium	
To resurface the playground to ensure a level playing area.	SLT	Three Years	Playground is level and free from trip hazards	Financial Staff time	Major	
Purchase of a mobile ramp to allow access to some stepped external areas	SLT	By end of academic year 2023	All pupils and visitors will be able to access the school.	Financial	Medium-High	



Three Year Accessibility Plan

Improving the delivery of written information to disabled pupils

Action	Responsibility	Timescale for review	Success Criteria	Resources	Cost *	Achieved?
Use of visual timetable in preparation for the day for children who have difficulty accessing a written timetable	Class Teacher	As required	A visual timetable is in place.	Staff time	Low	
Purchase of dyslexic friendly reading books	HoLS	Annually	A wider range of dyslexic friendly books are in school.	Financial	Medium	
Continue to investigate learning support apps for iPads	HoLS	Termly	1. Apps been purchased 2. Staff are confident in the use and benefits of mind-mapping Children are using mind-mapping to enhance their learning.	Financial Staff time	Low - Medium	