



Lobley Hill Primary School

Accessibility Policy and Plan

Approved by:	Governing Body	Date: 2.6.26
Last reviewed on:	May 2026	
Next review due by:	September 2029	

Mission Statement

At Lobley Hill Primary we are passionate to 'Be the best we can Be' through being curious, adventurous and respectful in order to achieve personal excellence.

School Vision

We want to provide an inspirational and welcoming environment where all children are respected, feel happy, safe and secure in their learning. We promote an inclusive and effective learning community where we celebrate diversity and have high expectations for all.

We want to enhance children's life chances through a stimulating, supportive partnership with parents and carers that nurtures each child to achieve his/her full potential and we achieve this through a creative holistic approach in all that we do.

We want our children to become responsible, confident members of a global society who can apply their experiences gained at Lobley Hill Primary School to all future learning.

Shared Ownership

All those involved in the life of the school have a responsibility to prevent bullying, as the safety and happiness of all members of the school community are paramount.

ACCESSIBILITY POLICY AND PLAN 2026-2029

Introduction

Under the Equality Act 2010 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 children because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities

Physical and mental impairment can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on needs and vice, versa.

At Lobley Hill Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Aims and Objectives

Our school aims to be an inclusive school. We work closely with disabled children, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning so that all children can learn, achieve and participate fully in school life. We will make reasonable adjustments to ensure that a child or member of staff with disabilities is not placed at a disadvantage.

Training

Whole school training will continue to raise awareness of equality issues for staff and governors, to comply with the Equality Act 2010.

Accessibility Plan

At Lobley Hill Primary School our Accessibility Plan shows how access is to be improved for disabled children, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for children with a disability, expanding the **curriculum** as necessary to ensure that children with a disability are as, equally, prepared for life as are the able-bodied children; (if a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these children in accessing the curriculum within a reasonable timeframe

- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
- Improve the delivery of **written information** to children, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time frame

The Accessibility Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Access Audit

Our on-site car parking for staff and visitors includes one dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. The school has a hearing loop. There is a disabled toilet available in the main entrance. This is fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

Management, Co-ordination and Implementation

We will consult with experts when new situations regarding children with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority.

Review Date: September 2029

Lobley Hill Primary School Accessibility Plan 2026-2029

Target	Strategies	Responsibility	Timescale	Success Criteria	Monitoring & Evidence
To review new starters to Nursery/Reception on admission so that needs can be identified	- Home visits by class teacher and family support worker (if applicable) - Class teacher to visit previous settings where appropriate - Team meeting with professionals to ensure provision can meet the identified needs - Review admissions form and health information gathered - Nursery Application forms request information on external agency support - Start dates (Nursery) may be delayed while evidence and information is gathered to ensure the correct provision is in place	Early Years Leader/Class Teacher	Ongoing from Feb 23	Procedures, equipment, ideas set in place when children admitted Staff aware prior to children starting of their needs and requirements so adaptations can be made	Early Years Leader Governor Monitoring
To continue to promote positive attitudes	- School and class assemblies to challenge/reduce prejudice and discrimination - Discuss issues during 'in the news' sessions and circle times as and when appropriate - Celebrating difference to be regularly included in PSHE lessons	SLT Teaching Staff	Ongoing	Children have strong, healthy relationships with all members of the school community	Curriculum Planning PSHE scheme of work
To review curriculum provision and ensure	Ensure all staff differentiate, adapt or scaffold the curriculum appropriately	SLT	Ongoing	All children access the curriculum activities	Curriculum Planning

full access for all children to classroom discussion and activities	- Support children's learning using IT equipment - PSHE curriculum to reflect celebrations of difference and equality	Teaching staff Inclusion Leader		Adaptions in place where appropriate	Feedback from staff and children
To ensure all school visits are accessible for all children	- Staff to carry out visits to the venue prior to taking the children - Carry out detailed risk assessments	Teaching staff EVC Co-ordinator	Ongoing	All children have access to a variety of visits	HT report to Governors
To ensure all classrooms are organised effectively in order to maximise movement, participation and independence	- Staff to review classroom layout - Staff to be made aware of adjustments needed for specific impairments or disabilities - Staff to adjust colour scheme of classroom where needed	SLT Governors	Ongoing	Children can move around the provision freely and access resources/learning	Learning walks Governors & Health and Safety Walk
To ensure disabled parents have the opportunity to be involved and have access	- Gates opened for wheelchair access - Parking space available - Letters explained in person or over the phone	All staff	Ongoing	All parents/carers fully involved in the life of the school	Attendance at events
To ensure the roads and access paths are safe for both children and parents	- Ongoing communication with parents/carers and local residents about safe parking - Carry out speed awareness campaign with local PCSO - Road safety taught as part of the PSHE curriculum	SLT Teaching staff	Ongoing	There are no accidents or safety concerns Visitors and parents/carers park responsibly	Observations by staff Feedback from other parents and local residents
To ensure equal access of information to all children and parents	Audit books available in classrooms to ensure the availability of large print and easy read texts	English Leader	Ongoing	Written information is available for both	Copies of information kept in file

	▪ Ensure all information is made available in a suitable format within a reasonable time (for example; translated into appropriate language, available in large print, phone call to clarify written information) ▪ Audit signage around school to ensure that it is accessible to all ▪ The new school website will be accessible in a variety of languages.	School Business Manager Office Administrator Inclusion Leader		parents/carers and children	Feedback indicates improved communication
To create an accurate database of children, staff and parents/carers with identified disabilities	▪ Data collection carried out annually ▪ Records passed onto new teachers with detailed handover ▪ Annual reviews/Learning Plan Meetings ▪ EHCPs ▪ Significant health problems/allergies – children's photos and relevant information available to staff	SENCo Admin team Inclusion leader	Ongoing	Up-to-date database available within the school	SIMS (updated annually)
Ensure there are enough fire exits around school that are suitable for people with a disability	▪ Ensure staff are aware of need to keep fire exit doors clear	HT Site Manager	Daily	All disabled personnel and pupils have safe exits from school	
To be aware of the access needs of disabled children, staff, governors and parents/carers	▪ Ensure the school staff and governors are aware of access issues ('access' meaning 'access to' and 'access from') ▪ Create access plans for individual disabled children as part of the SEND	HT DHT	Feb 23 & ongoing	SEND objectives are in place for disabled pupils, and all staff are aware of pupils needs	Continuously monitored to ensure any new needs arising are met

	(Special Educational Needs and Disabilities) process or children with SEND needs e.g. in ARMS provision ▪ Ensure staff and governors can access areas of school used for meetings ▪ Annual reminder to parents and carers through newsletter to let us know if they have problems ▪ Ensure a Personal Emergency Evacuation Plan is prepared and Head Teacher or Deputy Head Teacher as required and for all children within ARMS or children who may become disorientated or anxious during a fire alarm or evacuation ▪ SEND objectives are in place for disabled pupils, and all staff are aware of pupils needs ▪ All staff and governors are confident that their needs are met ▪ Continuously monitored to ensure any new needs arising are met ▪ Parents have full access to all areas of school ▪ Evacuation plans are prepared and reviewed as individual needs change reviewed if someone at school (pupil or adult) becomes impaired	SBM		All staff and governors are confident that their needs are met Parents have full access to all areas of school Evacuation plans are prepared and reviewed as individual needs change	
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