



Lincoln Gardens Primary School

Accessibility Plan 2019 - 2022

Purpose of the Plan

The aim and purpose of this plan, over time, is to provide improved accessibility to all members of the school community and visitors with disabilities. It is important that pupils with disabilities are ensured:

- full access to our setting's environment, curriculum and information
- full participation in the school community.

In doing so, we are:

- Committed to increasing and improving upon the extent to which disabled pupils can participate in the curriculum.
- Continuing to maintain and improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided both on and off site.
- Improving the availability of accessible information for disabled pupils and their families.

Definition of Disability

A person has a disability 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 carry out normal day-to-day activities.

Definition of 'substantial' and 'long-term'

'substantial' is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed

'long-term' means 12 months or more, eg a breathing condition that develops as a result of a lung infection

(Equality Act 2010)

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) the above definition also includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

In compliance with the Equality Act 2010, Lincoln Gardens understands its responsibilities to children with disabilities and is committed to treating all pupils fairly and with respect. We provide access and opportunities for all pupils without discrimination of any kind; allowing each child to fulfil their potential. The values we hold as a school community, stated within Lincoln Gardens Primary School mission statement, are relevant to each and every child, irrespective of ability.

Over-riding Principles

In compliance with The Equality Act 2010 and our Equality Duty within the public sector, all staff and governors in performing their duties have regard to promoting equality of opportunity

- Not to discriminate against disabled pupils in their admissions and exclusions.
- Not to discriminate against disabled pupils in the provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps and adjustments to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.

Our setting

- Recognises and values the young person's/parents' knowledge of their child's disability.
- Recognises the effect their disability has on his/her ability to carry out activities.
- Respects the parents' and child's right to confidentiality.
- The setting provides all pupils with a broad and balanced curriculum which is differentiated, personalised and age appropriate.
- Promotes and encourages a culture of inclusion, support and awareness within the school.

Access to the curriculum

Our special educational needs policy outlines the school's aims and objectives for supporting pupils with special educational needs and disabilities (SEND). We ensure that our school is socially and academically inclusive; enabling each child access to the full curriculum. All pupils are exposed to a level of challenge appropriate to and consistent with their individual needs. Our Equality Plan explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Physical environment

Lincoln Gardens Primary School is a single storey building, being constructed in 2003/4 and having level access throughout the premises. All internal and external doorways provide for wheelchair access. When a disability directly affects a pupil's ability to exit the building in any emergency, then an individual Risk Assessment and Evacuation Plan will be produced and made available to relevant staff.

The school also benefits from

- Clear illuminated signage throughout the premises highlighting fire exits.
- Braille signage aids navigation for visually impaired children and adults.
- Audio and visual alerts are utilised for fire drills and bomb threat evacuations.

Routine schedules

We comply with the requirement 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: additional resources and adjustments to premises and facilities. We are careful to consider the needs of each individual child in determining how we can better support their needs.

Improving our channels of communication for disabled pupils

We aim to provide a comprehensive range of media in providing information and channels of communication for disabled children and their families.

This will include making written information that is normally provided by the school, available to all pupils and parents. Examples might include handouts, timetables, textbooks and information about school events. The information will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

Complaints

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. Our Complaints Policy can be accessed via the school's website www.lincolngardens.net. Alternatively copies may be provided in appropriate formats upon request.

Financial Planning and control

The Headteacher, SST and Resources committee will review the financial implications of the accessibility plan as part of the normal budget review process.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- **Equality Plan 2010**
- **Health & Safety Policy**
- **Special Educational Needs Policy**
- **Supporting Children with Medical Conditions and Administration of Medicines Policy**
- **Educational visits and Residential Visits Policy**