



ACCESSIBILITY PLAN



Reviewed by:	Board of Trustees
Reviewed:	13 May 2026
Review Frequency:	Every 3 Years
Next Review Date:	May 2029
Approved and Adopted by:	Lumbertubs Governing Body
Approval Date:	July 2026

Contents

1. Aims.....	2
2. Legislation and guidance.....	3
3. Action plan	4
4. Monitoring arrangements.....	9
5. Links with other policies	9
Appendix 1: Accessibility audit	10

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 and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

Our school

- recognises and values the young person's knowledge/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
- provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Our staff recognise their duty under the Equality Act:

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

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 pupils, parents, staff and governors of the school.

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.

This policy complies with our funding agreement and articles of association.

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
Increase access to the curriculum for pupils with a disability	- The curriculum is differentiated for all pupils - Resources are tailored to the needs of pupils who require support to access the curriculum. - Curriculum resources include examples of people with disabilities. - Curriculum progress is tracked for all pupils, including those with a disability. - Targets are set effectively and are appropriate for pupils with additional needs. - The curriculum is reviewed to ensure it meets the needs of all pupils.	Short Term - To raise awareness for the whole staff of the curriculum needs of pupils with: - Language and communication difficulties - Learning difficulties - Physical disabilities - Visual impairment - ASD To ensure that all staff are aware of their responsibilities if a PEEP (Personal	Training at whole staff meetings or through Learning Partnerships Ensure staff are aware of any PEEPs that are in place	SENDCo / Learning Partnerships SENDCo / Inclusion Manager	July 2027 September 2026	The needs of all groups of children, including those with a disability are met. Staff are clear about how to evacuate safely

	One of the school's children's training days has a focus on disability	Emergency Evacuation Plan) is in place Medium Term - To clarify the support role of staff in meeting the needs of pupils with speech and language difficulties - To train personnel in moving and handling techniques if the need arises	Work with SALT Service to agree role of school staff in supporting individual pupils Training sourced or provided by SENDCo	SENDCo / Inclusion Manager SENDCo / Inclusion Manager	July 2027 July 2027	Quality specialist support within school Increased curriculum access for SEND pupils.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: - Ramps - Disabled parking bays - Disabled toilets and changing facilities - Tables and chairs at the correct height - Walkways kept clear	Short Term - To ensure safe access to all from internal door to exterior pathways and gates. - To ensure that disabled pupils feel safe when moving around the school - To ensure that all disabled pupils have a PEEP	- All pupils are instructed to walk sensibly around all the school paths. - Gates, paths and exits kept clear - Speak to children to gain pupil voice - PEEP in place and staff are aware of	Class teachers Site Supervisors SENDCo/Inclusion Manager Headteacher	Yearly Daily Yearly Yearly	Increased accessibility for all pupils, parents and visitors Safety procedures are effective and all children feel safe and secure in accessing the classrooms and school grounds.

		(Personal Emergency Evacuation Plan) Medium Term - To ensure that the school can provide access for pupils in a wheelchair within the building Long Term - To ensure that the school continues to provide a safe and appropriate learning environment for pupils with a range of disabilities	evacuation routes - The school will assess pupils needs and provide furniture fit for purpose. - Depending on the needs of the pupil they may have adult support who can then aid their individual access needs. Work with CET and Amey to ensure that there are no physical barriers to access for pupils with a range of disabilities	SENDCo/Inclusion Manager Headteacher	Yearly Yearly	Increased physical access of the school ensuring access for all Full physical access to the school achieved
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Improve the delivery of information to pupils with a disability	• Our school uses a range of communication methods to ensure information is accessible. This includes • Pupil voice • Pictorial or symbolic representations • Translation by another pupil or via AI applications • Support with reading questions / texts • Large print where required • Coloured overlays • Coloured paper / books • Digital, audio or video formats	Short term: • Members of staff are familiar with practices to assist pupils, parents and carers with disabilities Medium Term: Members of staff to ensure that lessons provide opportunities for pupils to achieve by means of: • Differentiated or adapted work • Using large print • Transcriptions where needed	• Regular SEND reviews with Teachers and Teaching Assistants • SENDCo to support and assist staff where necessary • Regular review with parents • Updating Insight Learning plans and classroom strategy plans Senior Leaders to monitor teaching and learning including books to ensure that the work is appropriate to stretch all students	SENDCo / Inclusion Manager Headteacher	July 2026 Termly	All staff are aware of individual's needs All pupils can access the curriculum effectively Improved delivery of information to disabled pupils
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		• Using coloured rulers of overlays • Electronic recording equipment • Voice to text technology where required • Rest breaks				
		Long Term The school develops an effective method of communicating with parents	• Senior Leaders explore different reporting methods	Headteacher	July 2029	The school has an effective reporting system

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 local governing board.

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 (SEND) information report
- SEND policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				