

Lanchester E.P. (Cont.) Primary School

A Caring Community Where All Can Flourish



Accessibility Plan 2025

Matthew chapter 5, verse 14 to 18

“You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.”

As a Church of England school, at our heart is a belief that all children are loved by God and are individually unique. We believe that our school has a duty to help each pupil to fulfil their potential

in all aspects of their personhood: physically, academically, socially, morally and spiritually. We believe that it is our duty to remove any factor that might represent a hindrance to a child's fulfilment. Our Accessibility Plan therefore reflects the guidance provided by Equality Act 2010 as well as that of The Church of England Education Office in 2017 'Valuing all God's children'.

Priority	Actions	Who is responsible?	What resources are needed?	Timescale	Success Criteria
Accessibility plan and equality statement to be reviewed annually.	The accessibility plan and equality statement will be reviewed by the SENCO and Office Manager, with updates made as necessary. The updated plan will be ratified by governors in the Spring term.	SENCO, Office Manager, Governors	None	Annually	The accessibility plan and equality statement are up-to-date.
There is no discrimination based on disability within the school's policies and procedures.	SENCO and Office Manager to ensure that policies are up-to-date and include no discrimination based on disability.	SENCO, Office Manager	None	Annually	There is no discrimination in school policies.

<p>Ensure access to the curriculum for all children regardless of disability.</p>	<p>Monitor planning to ensure that it is differentiated for all children and additional resources are available to children in order to aid learning, if required.</p> <p>Continue to review provision for children with an identified disability to ensure that their needs are being met.</p> <p>Risk assessments to be carried out before school trips in order to ensure</p>	<p>Class teachers, subject leaders, SLT, SENCO</p> <p>Class teachers, teaching assistants, SLT, SENCO</p> <p>Class teachers, SENCO, Office Manager</p>	<p>None</p> <p>Additional resources, as required, e.g. visual timetables, pencil grips, assistive technology, radio aids, magnifying equipment.</p> <p>High needs funding for specific children.</p> <p>EVOLVE</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Progress of all children is maintained and/or improved through full curriculum access.</p> <p>Children have the resources and equipment they need to access the curriculum.</p> <p>All children are able to access school trips.</p>
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	<p>that all children can access the trip, regardless of disability.</p>				
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<p>Promote positive attitudes towards disabled people.</p>	<p>Books promoting a positive image of disabled people are available in the school library, across a range of reading levels.</p> <p>Assemblies linked to the Rights Respecting School Award, demonstrating the rights of disabled people.</p> <p>Celebrate and raise awareness of disabilities on specific national days/weeks.</p> <p>Children with hearing impairments and visual impairments will be supported to lead Deaf awareness sessions and visual impairment awareness sessions for their classmates, if they would like to do this.</p>	<p>Reading leads</p> <p>SENCO</p> <p>Class teachers, SLT, SENCO</p> <p>Sensory team advisory teachers, class teachers</p>	<p>Books</p> <p>Resources will be dependent on the assembly topic.</p> <p>Resources will be dependent on the disability being celebrated.</p> <p>None</p>	<p>Reviewed in the Spring term each year</p> <p>Termly</p> <p>Ongoing</p> <p>Annually</p>	<p>Books showing a range of disabilities in a positive light are available in the school library.</p> <p>Assemblies take place termly, making reference to the rights of disabled children.</p> <p>National days/weeks celebrating and raising awareness of disabilities are in the school calendar.</p> <p>Children with sensory impairments are empowered to deliver awareness sessions for their classmates.</p>
<p>Take steps to meet the needs of all disabled stakeholders.</p>	<p>Maintain a database of disabled staff, children and parents (where this information is known)</p>	<p>SENCO, Office Manager</p>	<p>Database</p>	<p>Termly</p>	<p>The school is aware of stakeholders' disabilities and uses this to inform a planned</p>

	<p>Examine and respond to information held on the needs of disabled pupils.</p> <p>Signpost parents and carers to appropriate support agencies and activities outside of school.</p> <p>Create further links with local special schools to ensure that best practice can be shared in the locality.</p>	SENCO	None	Ongoing, at least termly.	response to individual needs. The school's provision continues to improve.
		SENCO	<p>Access to local information networks.</p> <p>School newsletters.</p> <p>Twitter.</p>	Ongoing, as information is received.	Parents and carers are made aware of appropriate support available to them.
		SENCO	None	Annually	Members of staff have enhanced knowledge of disabilities as a result of shared working.

<p>The school site is accessible for people with disabilities.</p>	<p>Audit of school site to be carried out, with areas for development identified and a further action plan drawn up.</p> <p>Work alongside advisory teachers from the sensory team to ensure that the school site is accessible for children with hearing impairments and visual impairments.</p> <p>Ensure that any areas for development are addressed immediately when they are identified.</p>	<p>SENCO, Office Manager</p> <p>SENCO, Office Manager, advisory teachers</p> <p>SENCO, SLT, Office Manager</p>	<p>Audit template</p> <p>As advised by the sensory team</p> <p>Any resources identified.</p>	<p>Annually</p> <p>Annually</p> <p>Ongoing</p>	<p>The school site is accessible for all and future needs are identified.</p> <p>Children with sensory impairments are able to access the school site with adaptations made.</p> <p>Areas for development are addressed immediately to ensure that the school site is fully accessible for people with disabilities.</p>
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Reviewed: September 2025

Next review: September 2028