

Accessibility Plan

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School Vision and Ethos

Lord Street School believes that all children are equally important and that all should be given an education that allows them to have ambition and opportunities they would not find anywhere else. The learning environment creates a thirst for learning in all pupils which enthuses, inspires and motivates children to achieve their potential and are set up for their future.

Apex Collaborative Trust's mission statement encapsulates our approach and what we prioritise daily.

Make a difference in our communities by placing learning at the heart of all we do

To achieve this, we work to ensure no child is left behind. By working alongside external agencies, this ensures that all children receive the relevant support they need to thrive.

Our aims

- Develop a curriculum that is knowledge rich and broad and balanced
- To provide leadership opportunities
- To build confidence, perseverance and resilience
- To provide a safe learning environment
- Develop a love of learning
- To enable and encourage children to become ambitious
- Instil confidence where children are asking questions and taking risks
- To individualise learning
- To help children develop effective social skills which will help them to become 21st Century learners
- To equip everyone with the skills, knowledge and attitudes they will need to take their place in the wider world

Statement of intent

This plan outlines how Lord Street Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).



A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA and MAT will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'



- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.



- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

The Accessibility Audit

The governing body will undertake an Annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after considering pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is September 2027. Any changes to this plan will be communicated to all staff members and relevant stakeholders.

Planning Duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Long Term	Some Staff struggle to have the skills to support children with SEND or EAL	Teacher's planning will provide opportunities for all pupils to take part and achieve	SLT SENCO EAL Coordinator	Ongoing	All children will have access to a curriculum in which they can take part, achieve, reach their full potential and enjoy.	Documents based on the five a day (EEF research) have been produced for staff with examples of strategies that can be used when planning
	Pupils with SEND or EAL cannot always access lessons	Learning aids to be produced and used effectively in the classroom			Plans identify vulnerable groups of children with specific provision clear to meet needs of all pupils	
	Some Staff do not understand about making reasonable adjustments for SEND or EAL pupils	Training for teachers on differentiating the curriculums for disabled children as required.			Raised confidence of staff in use of adaptive teaching	
	Not all Staff have high aspirations and expectations of pupils with SEND or EAL	Increase confidence of teaching (and support) staff in differentiating the curriculum and implementing individualised teaching programmes			Improved staff understanding of potential barriers to learning.	
	Staff struggle to understand that the EAL new arrivals will					

Next steps - to ensure staff are using scaffolds, concrete apparatus

In over 50% of classes, we have seen an increase with the of scaffolds being used for children. Staff are also looking at all aspects of the curriculum. Widget programme has helped with the



	need to follow a programme to learn English and an EAL assessment is required to set a baseline					scaffolding of work Developing individual learning programmes that support the children who's access to the curriculum is challenged Increase the number of EHCP applications – ensure that Lord street have provided LCC with accurate, current information about the child Number of EHCP Is now at 18. Aim for 2026-27 ensure any further EHCP's are applied for.
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						Next Step – to look at purchasing further reading pens to support children who are EAL learners – currently have 2 and need to purchase more.
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	Issue	What	Who	When	Outcome	Review
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Medium Term	Not all SEND and EAL pupils making appropriate progress	Tracking analysis identifies groups and monitors progress for parity with school averages	SLT SENCo EAL Coordinator Core subject coordinators	Termly following every data drop	All children make appropriate progress. Evidence of 'closing the gap' in attainment and progress. To use the Bell Foundation Assessment Grid to identify progress for Newly arrived children when learning English To assess phonics using Little Wandles assessment for all new starters Diagnostic testing using SANDWELL and YARC.	School have been tracking termly the SEND data-identifying the key children Next step – to roll out diagnostic testing for SLCN, maths and reading - Currently done in reading – quicker to identify children who require support
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Short term	Not every child is being able to attend school trips and having to stay in school with another year group Not all children accessing clubs	Ensure that all school visits are made accessible to all pupils and all pupils have the opportunity to attend Ensure that all children can attend school clubs	SLT Class Teachers EVC	As and when a trip occurs	Discussion with lead staff of extracurricular activities, trips and residential visits. Identify potential barriers	The number of pupils not being able to attend school trips has reduced and the EVC co-ordinator has set out new



					areas of difficulty Organise additional activities for SEND pupils. All pupils in the school able to access all activities, receiving full educational entitlement.	guidelines for staff Next Steps = to look at the children who struggle with emotional regulation and how they can experience the most out of a school visit School has looked at the curriculum for different year groups – identifying trips that will be required and set out clear dates Next Step - To continue to monitor for patterns and to ascertain if it is specific children that are not attending It has only been a
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						couple of children missing out on school trips and the reasons have been monitored. Next step – to ensure the trip is planned well in advanced and that SEND and all other groups are accounted for on the Risk assessment Provide clubs during lunch as well as after school to ensure all children have the opportunity Provide a wide range of clubs which gain interest.
	Issue	What	Who	When	Outcome	Review



	Not all faiths festivals being identified, acknowledged or celebrated	Create opportunities for children in the school to share their faiths and beliefs at an appropriate level	SLT Subject coordinators Teachers	ongoing	All subjects have intercultural elements Children have a balance of experiences which reflect the	Children in the last academic year have celebrated Christian and Islamic festivals, need to expand to
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Long Term		Build in opportunities to explore practices and celebration of different faiths and cultures	RE coordinator Assembly rota Coordinator		diversity of our society Ongoing Children can talk about relevant key festivals and practices of different faiths and cultures	other religions Next Steps – increased awareness of other religious festival planned into the Assembly rota To continue as above
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Short Term	Resources are not being planned in that reflect a range of lifestyles and need to ensure that we are not subconsciously teaching stereotyping	Monitor curriculum to ensure resources chosen to celebrate different lifestyles.	Class Teachers Subject Coordinators Assistant Headteachers HW	ongoing	Curriculum and classroom opportunities value children with different lifestyles	This requires further monitoring to ascertain whether staff are providing resources which reflect a wide range of lifestyles Next Steps = greater in depth look at resources being chosen and discussing it a part of CPD cycle
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Long Term	Ensuring that the curriculum does not favour a certain sex	Equal opportunities in the curriculum for boy/girl participation	Class Teachers Subject Coordinators SLT	ongoing	Boys and girls equally engaged in a range of activities	This requires further monitoring to ascertain whether staff are providing opportunities for both Sexes Next Steps = greater in depth look at resources being chosen and discussing it a part of CPD cycle
	Issue	What	Who	When	Outcome	Review
Short Term	Specific activities encourage greater attendance from a particular sex than another Children with SEND are not able to access	Out of school activities to promote idea that anyone can participate regardless of gender or ability	CD KT SLT	When a new extra curricular activity is planned and set up	A range of activities which are equally appealing to boys and girls	Concerns have been raised by pupils with SEND are unable to attend clubs as they require support to do them Patterns from the data suggest that



	after school activities					there has started to be a shift towards a greater mix of both sexes in after school activities Next Step = continue to monitor the attendance the breakdown of extracurricular groups into % of boys and girls More girls are participating in certain activities e.g. scouts – SLT have discussed developing clubs during lunch as well as after school and widen the offer of clubs eg/. Science/ coding/ crafts To carry out pupil voice and identify the number of SEND
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						children accessing extracurricular activities Increase in the number of SEND pupils attending after school clubs – need to focus on EAL this academic year
Medium Term	Planning in the need to ensure that resources celebrate a diverse selection of cultures and not just relying on the British culture	Monitor curriculum to ensure resources chosen to celebrate cultural diversity Raise awareness of cultural diversity through visits and visitors as appropriate	Class Teachers Subject Coordinators SLT	ongoing	Children understand that children have different faiths and beliefs and this diversity is celebrated at Lord Street Primary School Children can talk about relevant key festivals and practices of different faiths and culture All subjects have	Next step – to develop opportunities to invite a variety of visitors into school During Careers week, we have seen an increase in the number of visitors from very different Backgrounds. Need to look at the Curriculum and identify placed where a

					intercultural elements	visitor can be invited in to discuss their experiences Assemblies have been planned to cover different cultures Next step to encourage classes to explore this and develop ideas that can be shared across the school
	Issue	What	Who	When	Outcome	Review
Short Term	With new staff joining the school – important that they are able to access all aspects of software the school has to create positive learning experiences	Ensure all staff are aware of and able to use relevant software and resources	Subject Co-ordinators SENCo IT dept.	Teacher induction As and when required	Audit SENDCO resources and analyse for relevance Run training sessions of use of relevant software. Wider use of SEND software to improve accessibility of learning in lessons	Gradual response requires further tightening up and evidencing Next steps – IT to support New staff in First week

						Provision map – further training required and monitoring to ensure that the Gradual response is being carried out Overhaul required on the ILP process and model required process – from an ECHP to the completion of an ILP
	Children not participating in PE – especially swimming due to their disability and	Continue to review PE curriculum to ensure SEND pupils continue to have access to	CD PE Lead SLT	As and when problem arises	Ensure there is PE provision within the school for all SEND students Use of TA to deliver	Number of children not participating in PE due to their individual needs has reduced. There are



Long Term	individual needs	physical education e.g. Swimming			physiotherapy as part of the PE curriculum All pupils able to access physical activities All pupils to participate in swimming	still a few children who require the curriculum breaking down further to allow them to have an active participation Further work needs to be on understanding of need and working on individualised adaptations Next Steps – continue to offer wide range of sports. Provide individualised curriculum for those on EHCP.
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						To show clear planning for children with specific disabilities
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Planning Duty 2: Physical Environment

	Issue	What	Who	When	Outcome	Review
Short Term	Stairs provide issues around school	Ensure children in classes are provide with classes that are accessible. New lift installed for Nursery and EYFS.	SENCo SLT	Sept 26	To ensure children are not restricted access to the key areas	Next Steps – to improve the environment and accessibility through school with new lift in KS1

						Next step – seen an increase with the number of children with toileting issues throughout KS1 and KS2 – need to look at the quality of the care for these children and what they are offered. Need to work with home to ensure child is toilet trained
Medium Term	Children with mobility issues are unable to access classrooms on second floor	to change classrooms for students who have physical disabilities that prevent them from climbing stairs moving classes from upstairs to downstairs	SLT SENCo	As an when required	Children being able to access areas of the school Make changes to classing to allow children access to their year group, which allows to be actively included – moving year	This has been looked at with the Headteacher and site supervisor complete risk assessments for individual children as and when required Next step – to plan for a child who

		ensuring the child can move around the classroom unaided and safely without objects blocking their pathway			group from upstairs to downstairs	has to wear leg splints and risk assess Motability around the building – making reasonable adjustments as required Work on staff removing objects of detritus from room to allow space and movement Work on risk assessment with staff about the dangers of having objects on the floor which are a hazard
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Short Term	To ensure that children with SEND are evacuated from the building safely when the fire alarm sounds	Ensure all disabled people can be safely evacuated in the event of an emergency To be aware of the access needs of disabled children, staff and parent/carers	SENCo SLT	Autumn Term	All PEEPs in place for SEND pupils and all staff aware of all pupils' access needs Ensure the access needs of all adults regularly on site are met All stakeholders able to access fully all Academy activities.	Children with SEND have a PEEP, that allows safe access out of the building Next steps: Continue to review PEEPS throughout the year.
	Issue	What	Who	When	Outcome	Review
Short Term	Staff have disabilities that may impact on the role that they do in the school To ensure that staff feel	Consider all adult needs individually e.g. poor eyesight, hearing conditions, poor literacy skills and respond appropriately.	SLT	As an when required	to have appropriate risk assessments in place to identify any equipment staff may need	Staff have identified needs and reasonable adjustments are made

	supported and that reasonable adjustments are being made to support meet these needs				to identify cpd needs for staff and ascertain how these are going to be met to support staff with identified barriers and ensure they receive appropriate support to ensure that policies cover Staff as well as pupils	
Long Term	Pupils not knowing when the fire alarm has gone off due to hearing impairment	Emergency systems to have visual alarms	SENCo SLT Governors	Autumn 2026	For all students to be able to know when the fire alarm is going off. Class teacher to use visuals to alert children.	On going Visual signal from teacher Ensure PEEP has this information.
	Issue	What	Who	When	Outcome	Review



Medium Term	Issues relating to classroom s being tidy and accessible friendly	To maintain the physical environmen t to enable good access for pupils	Class teachers TA's KH	September 26	All pupils can access a full timetable and appropriate teaching spaces.	On going To teach the children the importance of cleaning up
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Planning Duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	To identify what additional needs the	Access needs when joining school and how they would like to	BH	As an when required	Children's needs identified prior to	Transition work being done with the



	child has prior to starting the school Allowing us to plan for the child before we start	receive information	SENCo SLT		starting at school To have provision in place prior to the child starting at the school To have all records transferred to Lord Street prior to starting Details shared with staff and they are prepared prior to starting	Nurseries has improved on the whole. School is getting some information but not all Next Steps – to follow up with LCC when children are awaiting the outcomes of EHCP assessments and ensuring that the data has arrived prior to summer relating to funding and support Ensure same occurs for Nursery children joining each term.
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Short Term	Children with SEND more likely to have time off school and be below the national average of 95% attendance	Monitor attendance data to ensure that trends do not indicate any group is attending less than any other Home visits from the family support manager Support plans in place for children to improve attendance	Attendance Lead	weekly	To have SEND children in school more often with an increased attendance which is more in line with the national average	On going Children with SEND attendance has increased but the area of SEND that has decreased is SEMHD pupils – many struggling with EBSA Attendance lead to work 1-1 with attendance agreements to support families
	Issue	What	Who	When	Outcome	Review



Short Term	Having a clear understanding of the dietary requirements of the child and ensuring that they have no contact with that food	List of children who have special dietary needs. Meet the requirements of benedicts law List of children who have special medical or toileting needs.	SENCo SLT Caterlink	September 2026	To have list and photographs of students with allergies and medical conditions Children to wear wristbands/lanyards to identify allergen To have information accessible to staff on Bromcom and in classrooms displayed.	Whole school list has been created and shared with staff Next step Staff to receive benedict law training Children with identified allergy parents to have meeting with medical lead and go through
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					To have clear and precise information accessible to all staff	any care plans and the administration of medicine Ensure that staff understand the importance of passing on the relevant information Children to wear their allergy bands so kitchen staff are aware
Medium Term	To develop communication channels with parents and improve the sharing of information relating to the gradual response	Continue liaison with feeder schools/pre schools To meet termly with parents to discuss SEND pupils and review targets	SENCo Class Teachers	As required	To have termly meet the SENCo session with parents and discuss issues and provision To hold termly planning	Parents are still not receiving the ILP, or meeting termly with the teacher to review the provision that has been in place for that

					and review meetings as part of the gradual response To discuss SEND needs with parents and encourage them to have an active role within gradual response	particular term Next Steps – To complete CPD on a 1:1 basis with staff on provision map and the legal requirements of the Gradual response Ongoing
Medium Term	Not everyone is accessing information about SEND and the gradual response	To have CPD on the gradual response and expectations of SEND To use edukey to record Gradual response	SENCo Class teachers TA	As required	To have termly reviews To follow the Gradual response of assess, plan do and review	On going Staff are accessing Edukey but only to write and review an ILP They are not accessing it at other times to keep abreast of information relating to particular children's individual needs or to record

						interventions Next Step – to provide 1:1 training on how to use provision map effectively
	Issue	What	Who	When	Outcome	Review
Medium Term	To ensure that the Gradual Response is being followed and that EHCP's are being updated by the LEA	Ensure that Annual reviews are placed on the calendar Ensure that they are at a time which suits the parents Ensure they receive and complete the parents review forms	SENCo Parents Teachers LEA	Annual review meeting and 6 weeks preparation prior to meeting	To ensure that annual reviews are completed and all SEND paperwork is forwarded to the local authority SEND office Follow up with LEA regarding the	On going - LEA are still behind with EHCP's not updated in timeframe. Review paperwork is all sent to the LEA and has been praised for its in



		Take an active role in the review process			updating of EHCP Ensure the paperwork is current and meet the needs of the child	depth information Next steps – to work with staff to develop their role in the process and have them participate in the review meeting Staff completed education advice this year and helped in the process. All reviews for 25/26 completed within time frame and meetings held with SENCO and parents.
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Medium Term	Not all pupils can read what is given to them or understand it	Understand the needs of pupils and ensure information is available in relevant formats • Large print • Braille • Pictorial or symbolic representations	SLT SENCo	As an when required	Children to have materials presented in picture form using communication tools To provide information in a variety of medium To produce material that is visible to students with Visual Impairment needs at a size which is clear to them	On going as part of the reasonable adjustments work
	Children unable to read cannot understand	Ensure signage is suitable for non-readers, is	SENCo	As required	To use visual images in signage for	Next Steps – use widget to teach children



Medium Term	d what signs mean around school	clear and well situated			non-readers	what the signs mean Help the children understand and identify what the picture means – especially newly arrived children Widget is being used in school, and it is having a positive impact on the SEND Children
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Blue – review September 2027