



Lincoln Gardens Primary School

Accessibility Plan 2025 - 2028

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 intent, 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.
- Aims to be welcoming and provide a happy environment in which all children thrive, develop a curiosity for learning and children are actively engaged in acquiring skills for the future.
- Wants all children to be challenged, enjoy school, achieve their best and we are committed to giving all children every opportunity in order to Learn, grow, participate and succeed.

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 pupils, 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.

We have a broad and balanced curriculum and our wide range of school trips, wow events and external visitors that visit the school, compliment the curriculum and ensure all children have equal opportunities.

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, the classroom adult should take the necessary action to ensure the pupils leaves the building safely, which may mean carrying them. Evacuation plans are displayed in all rooms throughout school.

The school also benefits from

- Clear illuminated signage throughout the premises highlighting fire exits.
- Audio and visual alerts are utilised for fire drills, bomb threat evacuations and lockdowns (partial and full).
- Toilets are easily accessible and we have a disabled toilet and a large room that can be used for physiotherapy.
- Disabled parking is at the front of the school.

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.

We have kept the school website up to date and made use of Twitter, Parent pay, a weekly notice board and texts to pass on any information. A termly newsletter is also produced. Messages are posted on classroom windows and noticeboards around the school.

Key information is shared with parents at termly parents' evenings. Children on the SEND register receive termly targets that are shared with parents. EHCP reviews are carried out annually.

Our pastoral team play a key part in communicating with parents and children in face to face meetings, with phone calls and emails, home visits and by letter.

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 required, 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**

Curriculum Accessibility Action Plan
Improving Access to the Curriculum

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to be completed by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>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.</p>	<p>Short term objective To improve the provision of resources tailored to meet the needs of all children.</p>	<p>Audit of resources. Purchase appropriate resources. Liaison with external agencies. Adaptation of teaching materials Reasonable adjustments to classroom and workplace environments.</p>	<p>SENDCo/SST/class teaches</p>	<p>July 2026</p>	<p>The needs of all learners are met. Increased access to the curriculum.</p>
		<p>Medium term objective To accurately track curriculum progress for all pupils, including those with a disability.</p>	<p>Record steps of progress for children working:</p> <ul style="list-style-type: none"> • At P scales level • 'Working towards' in current year group curriculum. • 'Working below' current year group curriculum. 	<p>SENDCo/SST/class teaches</p>	<p>July 2026</p>	<p>Progress for all children is accurately tracked and monitored on pupil trackers.</p>
		<p>Long term To increase the range of extracurricular activities provided.</p>	<p>To review the extra-curricular activities offered to pupils to determine the uptake amongst pupils with disabilities</p>	<p>SENDCo/SST/class teaches</p>	<p>On-going</p>	<p>Extra-curricular activities are inclusive.</p>

Premises Accessibility Action Plan
Improving Access to the Physical Environment

Feature	Description	Actions to be taken	Person responsible	Date complete to actions by
It should be noted that the school premises are compliant with Part M of the Building Regulations (2010) relating to accessibility				
Corridor access	Good housekeeping to ensure travel throughout the school is not impeded or fire exits blocked.	Promote consistently high level of good housekeeping to ensure all corridors and exit routes remain unimpeded	AJ/all staff	ongoing
Parking facilities	The adjacent car park is LA owned and managed; consequently the school has no jurisdiction over how it is managed or used.	The school has barrier control to its main car park and spaces are very limited. However, parents/carers may make requests to access the school car park in certain circumstances.	SST	ongoing
Entrances	Automatic door to the school's main entrance only. The school premises provide level access throughout.	Annual servicing of automatic doors and ongoing checks to maintain high levels of housekeeping	MH/SST	ongoing
Internal doorways	All internal doors are 800mm wide compliant with current building regulations.	Check that the installation of new finger-guards does not reduce the width of doorways. Check with LA Building Inspector	MH/AJ/SST	ongoing
Toilets	There are two disabled toilet facilities within the main building for use by children; one of which may be used by parents/carers and visitors to the school. Both facilities provide for wheelchair access. Additional toilet facilities are also available at the external building.	Ensure there is access to a disabled toilet during school hours.	MH/AJ/SST	ongoing
Reception area	Full access to the school's main office is provided via automatic double doors.	Ensure the office area is accessible and free from resources/extra furniture	AJ/SST	ongoing
Internal signage	Fire exits have illuminated signage.	Ensure all areas of the school have appropriate signage ensuring navigation of the building.	MH/AJ	ongoing
Emergency escape routes	All staff are aware of emergency procedures and regular drills.	Ensure all routes are on show in every classroom, public place, office and that all staff/children know the route to take.	SST/all staff	ongoing

	An emergency location plan is posted in each classroom, offices and all public areas provides a visual indicator of fire escape routes	Ensure regular fire drills practices are carried out at different times of the day.		
--	--	---	--	--

Curriculum Accessibility Action Plan
Improve the delivery of information to pupils with a disability

Improve the delivery and inclusivity of information to pupils, families and visitors.	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage. • Large print resources. • Braille. • Pictorial or symbolic representations. <p>Bespoke digital applications – e.g. Parent Mail, Tapestry.</p> <p>Twitter and the school website are used as a communication tool, plus termly newsletters.</p>	<p>Requirement for Induction loops to be installed and made available as and when necessary for visitors to the school.</p> <p>Ensure twitter and the school website are up to date and provide parents/carers with up to date information.</p> <p>Publish termly newsletters on the website and in paper form if needed.</p>	MH/SST	ongoing
Improve the delivery of information to parents/carers of pupils for whom English is an additional language	<p>The school will provide materials in a different language if requested.</p> <p>Interpreters will be provided to attend meetings with families to ensure there is a clear understanding by both parties. Interpreters are provided to support children during assessments/interventions with outside agencies.</p> <p>The EMTAS will be contacted to provide support as and when needed.</p> <p>Use the 'just say/translate' app</p>	Contact EMTAS as and when needed to request support/advice.	SENDCo and all staff	

4. Monitoring arrangements

This document will be reviewed every **three** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the school's Board of Governors and Headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality Plan (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy