

Lydney Church of England Primary School



‘A caring Christian community where every child achieves a love of life and learning’

Luke 10: 25-37

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

ACCESSIBILITY PLAN

Ratified By:	Board of Trustees	In consultation with:	Senior Leadership Team/ Local Academy Committee
Approved by:	 L. Davies, Chair of Trustees	Date:	19th May 2026
Policy Date:	Summer Term 1 2026	Review Date:	Summer Term 1 2029
Review Frequency:	3 Years		



'A caring Christian community where every child achieves a love of life and learning'

Contents

1. Aims	3
2. Legislation and Guidance	3
3. Context of Our School	4
4. Monitoring	4
5. Links to Other Policies	4
6. Accessibility Plan	5



'A caring Christian community where every child achieves a love of life and learning'

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 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 and families with disabilities

Our school aims to treat all pupils 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. This also involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to giving all pupils every opportunity to succeed and to achieve the highest possible standard. We offer a broad and balanced curriculum which is ambitious for all. The progress, achievements attitudes and wellbeing of every child matters.

The plan will be made available online on the Trust website and individual school websites 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 partnerships to develop and implement the plan.

Our trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in one of the schools in the trust, 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, trustees and academy committees.

2. Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education guidance for schools and trusts on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 and academy trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate and substantial disadvantage that a pupil with a



'A caring Christian community where every child achieves a love of life and learning'

disability faces in comparison with those without a disability. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy/plan complies with the Severn Federation Academy Trust's Funding Agreement and Articles of Association.

3. Context of Our School

Lydney Church of England school is located within a residential area on a level site along a minor road. The school is accessed via a gate and a path leading around the carpark. The school's main building is two-storey which has disabled facilities and toilets on the ground floor. Wheelchair access is available into the main building and all main classrooms are situated on the ground floor. There is disabled parking just outside the main gates, in the layby outside the school. There is a lift to the upper floor of the main building, enabling all pupils to access the kitchen and library on this floor. All areas of the school grounds are accessible to wheelchair users, although an area near the school pond may give restricted access unless accompanied by an adult. At present we have no wheelchair dependent pupils.

There is a separate building for the Reception class which has its own facilities and outside space. This building has a ramp to the side of the main entrance.

There is a separate Art Studio to the rear of the main building, which has wheelchair access and its own facilities.

There is a Pastoral Suite, again with its own facilities, with extra learning space or agency meeting room and an office.

4. Monitoring

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and the Local Academy Committee.

5. Links to Other Policies

- SEND Policy
- Behaviour Policy
- First Aid Policy
- Child Protection & Safeguarding
- Admissions Policy
- Equality & Diversity Policy
- Educational Visits Policy
- Teaching and Learning Policy
- Health and Safety Policy



'A caring Christian community where every child achieves a love of life and learning'

➤ Supporting children with medical needs Policy

6. Accessibility Plan

Targets	Strategies	Outcome	Timeframe	Achieved
Equality and Inclusion				
To ensure that the Accessibility Plan becomes an annual agenda item at Local Academy Committee Meetings.	Chair of Local Academy Committee to add to list for Local Academy Committee meetings.	Adherence to legislation.	Annually	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole-school community aware of issues.	Annually	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	Committee	
Physical Environment				
To ensure that all areas of the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by SLT and Finance and Buildings Governors. Prioritise actions and implement as budget allows.	Modifications will be made to the school building to improve access.	Reviewed through H&S walks	
Curriculum				
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCo to review the needs of children and provide training for TA's as needed.	TA's are able to enable all children to access the curriculum.	Annually	
To ensure that all children are able to access all out-of-school activities. e.g. clubs, trips, residential etc.	Review out-of-school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	Ongoing	
To ensure all pupils have access to IT equipment.	School to have a rolling programme for replacement of I.T. equipment.	IT is taught effectively. All children have access to the same equipment.	Ongoing rolling programme	
To meet the needs of individuals during statutory end of KS1 and KS2 tests.	Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc. will be applied for as needed.	Barriers to learning will be reduced or removed enabling children to achieve their full potential.	Annually	



'A caring Christian community where every child achieves a love of life and learning'

Increase access to the curriculum for pupils with additional needs	Reasonable adjustments are made to support children with additional needs. Movement breaks incorporated into daily provision. Provide equipment as needed e.g. talk tins, pencil grips, writing slopes etc.			
Written/Other Information				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed	
To ensure that parents who are unable to attend school, because of a disability, to access parent's evening.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly	
To ensure all parents have access to a computer to ensure they are able to access parent pay.	Computer set up to access parent pay to be positioned in the entrance way for parents to use.	Administrator to support parents where needed.	Ongoing	

This policy is available on the school website: www.lydneycofe.co.uk/policies/

Paper copies are available on request from the School Office.