



Lansbury Bridge School

Accessibility Policy & Plan

Author	Written	Resources Committee	Ratified at FGB	COG signature	Next Review
H Birkinhead	January 2018	2 March 2018	20 March 2018		January 2021
R Clarkson		3 Feb 2021			Spring 2024
C McNally	Amended March 2024				Spring 2027

Signed by Chair of Governors Tom Jackson	
Signed by Headteacher Carole Austin	
Date	

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Lansbury Bridge School promotes equality of opportunity for all. No one will receive less favourable treatment on the grounds of gender, race, disability, sexuality, age, maternity / pregnancy or religious beliefs. When considering Accessibility staff should ensure that they adhere to the above commitment.

Section 1: Context

Schools are required under the Equality Act 2010 to have an accessibility plan, which is guided by the principles in our Single Equality Policy.

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 fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Section 2: Our Provision

The Physical Environment

Lansbury Bridge is designed to be an accessible building, with many accessibility features built in by design, including

- Wide access corridors
- Widened door ways to all classrooms
- Handrails on main corridors
- Automatic fire door closures
- Coloured corridor floor edging including doorway markers
- Corresponding colour coding on corridor walls and doors
- Dropped kerbs approaching all main exit and entrance doors
- Ramps and easy access paths around all main exits and entrances
- Maintained lift allowing access to all floors of school
- Evac-chair available on upper floors for emergency use
- Accessible outdoor play equipment
- Accessible hygiene rooms equipment with appropriate changing beds, accessible toilets and fully maintained hoists.
- Wheelchair accessible showers available in swimming changing areas
- Wheelchair accessible ramp access into main swimming pool, with pool wheelchair available in pool area
- Fire warning alarms which alternates between siren and spoken message, and includes visual alert light.
- Automatic door release closure system in event of emergency alarm triggering.

Classrooms are equipped with suitable furniture to meet needs of pupils, this can include adjustable height tables where necessary. In consultation with NHS therapy services accessible seating can be provided when needed.

All classrooms are fitted with appropriate computing hardware including desktop computers and accessible touch screens where appropriate.

The Curriculum

Lansbury Bridge has recently completed a curriculum re-design ensuring the curriculum is accessible to all pupils. The curriculum is broadly divided across 4 pathways, with pupils able to move between pathways as their needs develop and change, and as they make progress.

In addition to a full broad and balanced differentiated curriculum offer, based on the national curriculum, pupils receive a personalised curriculum to meet their Personal Learning Goals (PLGs) which directly link to their individual outcomes outlined in their Education, Health and Care Plans (EHCPs), this includes sensory diets and communication targets.

A total communication approach is adopted across school. Advice from NHS and other Speech Therapy services are incorporated into PLGs and classroom practice.

Specialist communication aids and devices can be provided when needed. This can include communication boards, PECS (Picture Exchange Communication System) books, and touch activated switches. High tech devices such as iPads with communication apps installed are encouraged where supported and provided by SaLT services.

Sensory needs are met in a variety of ways, with a wide range of equipment available. A variety of fixed climbing equipment is available, as is a range of bikes and scooters to encourage movement.

The Lansbury Bridge has developed an extensive accessible Forest School environment, with learning outside the classroom encouraged and facilitated for all pupils. Forest School area and outdoor classroom space is adapted to ensure access for all.

Lansbury Bridge School has a large well skilled team of dedicated staff who cater for the needs of all pupils. A constant cycle of staff CPD ensures all staff are confident to fulfil their role with Lansbury.

Written Information

We aim to provide all written information in an easy to understand format. Large print or alternative coloured text or paper copies of documents are available on request. Written information provided for pupils in a learning context can be supplemented by symbols or pictures to aid understanding.

Section 3: 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 governing body.

Section 4: Links with other policies

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

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

Section 5: The Accessibility Plan

The Accessibility Plan will contain relevant actions to:

- Further improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Further increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Further improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- In conjunction with the Health and Safety and regular site safety inspections that occur, an Access Audit will be undertaken to review the physical

environment and plan for ongoing works to ensure accessibility features are maintained, repaired and improved when needed.

- On-going cycle of CPD for all staff and governors is provided to ensure awareness of all matters of inclusion and SEND code of practice.

Lansbury Bridge Accessibility Plan 2024-2027

Improving Physical Access						
Aim	Current Good practice	Objectives	Actions needed	Responsible staff	Time scale	Review date and notes
Carry out Access Audit	School maintained to a good standard, all main areas of school in a usable state with no areas currently closed for repair or construction. All outside play equipment in good working order.	Refresh access audit and outline any necessary remedial or repair works necessary	Access Audit carried out in conjunction with Health and Safety inspection	Site and SLT	Audit to be complete Summer term 2024	
Improving Curriculum Access						
Aim	Current Good practice	Objectives	Actions needed	Responsible staff	Time scale	Review date and notes
Quality Assurance of curriculum	Curriculum re-design complete, implementation of curriculum well	SLT to complete quality assurance processes to ensure	Learning walks, lessons observations and other quality	SLT and subject leaders	On-going cycle of quality assurance	

design and implementation	underway. Evidence for Learning (EfL) being used to capture evidence and assess.	embedding of curriculum into all classrooms.	assurance processes to be completed			
Improving Written Information						
Aim	Current Good practice	Objectives	Actions needed	Responsible staff	Time scale	Review date and notes
Provide written information in the most accessible format	Clear signage around school environment Advice for VI team in place for pupils with specific visual impairments Alternative printed materials available on request	To provide clear, readable easy to understand information to all pupils, staff, parents and visitors.	Check all signage during Access Audit, including emergency is clear of obstruction and presenting correct information Ensure consistent type font is used on all policy documents in school.	Site and SLT. Class staff to follow VI plans and advice in class.		

			Seek VI team advice for production of resources and materials for students with known VI.			
Governance of the accessibility policy						
Aim	Current Good practice	Objectives	Actions needed	Responsible staff	Time scale	Review date and notes