



Written by:

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Approved by: LMC

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Lydd Primary School: Accessibility Plan

Our Community Multi Academy Trust

Policy owner: Head of School | Plan period: 2026–2029 | Version: 1.1

Effective date: on approval | Next annual progress review: May 2027

Approval must follow the Trust's current scheme of delegation.

1. Aims

This Accessibility Plan has been prepared under Schedule 10 to the Equality Act 2010 and takes account of the Special educational needs and disability code of practice: 0 to 25 years. It sets out how Lydd Primary School will improve access to education for disabled pupils by:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment so that disabled pupils can take better advantage of education, benefits, facilities and services provided or offered by the school.
- Improving the delivery to disabled pupils of information readily accessible to pupils who are not disabled, taking account of pupils' disabilities and preferences expressed by pupils or their parents, and providing information within a reasonable time.

The school is committed to an inclusive environment which values and supports pupils, staff, parents, carers and visitors. It will make reasonable adjustments to practices and arrangements and provide reasonable auxiliary aids and services to avoid substantial disadvantage to disabled pupils. This duty applies whether or not a pupil has an education, health and care plan or is on the SEN register. Physical improvements for pupils are addressed through the school's accessibility planning duties.

This plan should be read alongside:

- SEND Information Report
- Supporting Children with Medical Needs Policy
- Equality Information and Objectives
- Behaviour Policy
- Attendance Policy
- Health and Safety Policy, including fire risk assessment and evacuation arrangements
- Intimate Care Policy

2. Definition of Disability

The Equality Act 2010 defines a disabled person as someone who has 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.

3. Current Good Practice

The school already undertakes a range of measures to support accessibility and inclusion, including:

- Differentiated teaching and adaptive practice
- Inclusive curriculum planning
- Participation in school trips and extracurricular activities
- Provision of quiet and calming spaces
- Accessible toilet facilities
- Curriculum adaptations where required
- Staff training linked to individual pupil needs
- Appropriate furniture and equipment provided where necessary
- Use of technology to support learning needs
- Clear pathways and accessible corridors

The school recognises that accessibility is an ongoing process and will continue to review provision regularly.

4. Accessibility Action Plan 2026–2029

The accountable lead coordinates each action with supporting staff. The Head of School considers the staff time, training, equipment and funding required and agrees delivery within authorised budgets. Costed proposals beyond delegated authority are escalated to the Trust before expenditure is committed. Unresolved barriers, interim arrangements and resource decisions are recorded and reported through the Trust's governance arrangements.

A. Improving Access to the Curriculum

Objective	Action	Lead	Timescale	Success criteria
Improve staff awareness of disability and inclusion	Provide regular disability awareness and inclusive practice training for staff	Head of School (with Executive Headteacher and SENCO)	Annually	Staff confidence improved and inclusive practice evident
Ensure curriculum access for all pupils	Continue adaptive teaching and differentiated curriculum planning	SENCO (with teachers)	Ongoing	Pupils with disabilities make good progress
Improve staff understanding of assistive strategies and technology	Provide guidance and training where appropriate	SENCO	Ongoing	Appropriate support strategies consistently used
Ensure full participation in wider school life	Consider accessibility when visits and activities are planned; identify and implement reasonable adjustments. Record and escalate remaining barriers before arrangements are finalised.	Visit Lead (with SENCO)	Ongoing	Accessibility needs addressed in planning; agreed adjustments implemented and remaining barriers escalated.

B. Improving the Physical Environment

Objective	Action	Lead	Timescale	Success criteria
Improve movement around the school	Maintain clear corridors and emergency routes through regular reminders and monitoring	Site Manager (with Head of School)	Ongoing	Access routes remain unobstructed
Improve the accessibility of internal doors	Assess heavy fire doors and access barriers; record costed options and obtain approval. Implement agreed measures by the recorded deadline, preserving fire-door safety. Escalate unresolved barriers and provide interim arrangements.	Site Manager (with SBM)	2026	Assessment and decision recorded; agreed improvements implemented safely or interim measures and escalation recorded.
Improve emergency evacuation accessibility	Assess evacuation needs on admission or appointment and when needs change. Complete personal emergency evacuation plans (PEEPs) where needed, specifying assistance, cover, equipment and training. Review after relevant changes, drills or incidents and at least annually; link to the fire risk assessment.	Head of School (with Site Manager)	On identification; at least annually	Current evacuation arrangements cover all likely occupants; staff know their roles and drills inform review.
Improve hearing accessibility	Assess hearing-access needs and portable hearing-loop options; record costs, decision, approval and implementation deadline. Implement agreed provision and review effectiveness. Escalate remaining barriers and record interim support.	SBM	2027	Decision and funding route recorded; agreed provision implemented by its deadline, or interim support and escalation recorded.
Improve accessibility of older parts of the building	Assess barriers to the Victorian room; prepare costed accessibility options and record approval and implementation deadlines. Implement agreed measures; record interim access arrangements and escalate unresolved barriers.	SBM (with Site Manager)	2027	Agreed improvements implemented by recorded deadlines; interim arrangements address remaining barriers.

C. Improving Access to Information

Objective	Action	Lead	Timescale	Success criteria
Improve accessibility of written information	Proactively identify pupils' communication needs with pupils and families; record preferences, agree formats and review needs. Provide information within a reasonable time so it can be used, including accessible electronic documents, large print, audio, visual supports or simplified language as appropriate.	SENCO (with Office Team)	Ongoing	Pupils receive usable information in agreed formats and within appropriate timescales.
Improve communication with families	Identify and record family communication preferences; explain how to request accessible information and provide agreed formats within an appropriate timescale.	Office Team	Ongoing	Families know how to request formats and receive accessible information in time to use it.
Improve staff awareness of accessible communication	Share guidance on accessible formats and communication approaches	SENCO	Annual	Staff confidence improved

5. Monitoring Arrangements

Our Community Multi Academy Trust retains responsibility as academy proprietor for the school's accessibility planning duties. Approval is undertaken by the body authorised in the Trust's current scheme of delegation. The school's local committee monitors progress within its delegated responsibilities. The Head of School coordinates implementation with the Executive Headteacher, SENCO and relevant operational staff.

The Head of School will report progress at least annually to the local committee, including completed actions, evidence of impact, outstanding barriers, interim arrangements and resource requirements. Matters outside delegated authority or unresolved barriers will be escalated to the Trust. Decisions and follow-up actions will be recorded.

Progress will be reviewed annually, with a full review by May 2029. The plan will also be kept under review and revised whenever changes in pupils' needs, premises, provision or other circumstances require it. Annual review does not delay necessary adjustments or safety action.

The approved plan will be published on the school website and clearly linked from the SEND Information Report. Paper copies and accessible formats will be available through the school office. Publication will not include confidential individual pupil information.

6. Linked Legislation and Guidance

- [Equality Act 2010, including Schedule 10, reasonable-adjustment duties and the public sector equality duty](#)
- [Equality Act 2010 Schedule 10](#)
- [Special educational needs and disability code of practice: 0 to 25 years \(January 2015\)](#)
- [The Special Educational Needs and Disability Regulations 2014 \(SI 2014/1530\), as amended](#)
- [Children and Families Act 2014](#)
- [Supporting pupils at school with medical conditions \(DfE statutory guidance\)](#)
- [Equality Act 2010: advice for schools \(DfE guidance\)](#)
- [Regulatory Reform \(Fire Safety\) Order 2005, as amended](#)