

DATE: 05.09.2025

# Accessibility Plan

FHA Ladybrook



## 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 a disability can participate in the curriculum
- Improve the physical environment of the school to enable pupils with a disability to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to pupils with a disability

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. Flying High Academy Ladybrook is a Mainstream Primary School, which caters for a wide range of needs. This includes pupils with identified special educational needs, and those who have a specific medical need or disability. 'Relentless in our strive for excellence' underpins everything that we do and alongside our core value of CARE, helps all our children to achieve the best that they can in all areas of their learning.

Staff know the children, their background, their needs, achievements, social contexts, individual journey and this enables a personalised approach to learning stretching beyond the classroom. Inclusion at FHAL is always a priority and bespoke provision is planned for and provided to ensure that the needs of all our children are met in line with the principles outlined in our SEND policy.

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

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.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 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 are required 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, the provision of an auxiliary aid or adjustments to premises.

### 3. Purpose

The plan sets out proposals to increase access to education for pupils with a disability in the 3 areas required areas as stated in the planning duties in the act:

- Increase the extent to which pupils with a disability can participate in the school curriculum
- Improve access to the physical environment of the school
- Improve the delivery of the information

FHA Ladybrook also recognises its responsibility towards staff with a disability and will:

- Monitor recruitment procedures to ensure that all people with disability are given equal opportunities
- Ensure that staff with disabilities are supported with special provision to ensure that they can work effectively
- Where necessary, make reasonable adjustment to enable staff to fully access the workplace.

### 4. Overall Strategy

We aim over time to increase the accessibility of provision for all students, staff and visitors including those with disabilities. Our strategies include:

- setting admission criteria which does not discriminate against students with disabilities or treat them unfairly
- having high expectations of all students be they disabled or able bodied
- finding ways in which all students can take part in the full curriculum including sport, music, and other co-curricular activities
- planning out-of-school activities including all school trips so that students with disabilities can participate
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- planning the improvement and the modification of the physical environment of the school to cater for the needs of students with disabilities as resources allow
- raising awareness of disability amongst all school staff
- providing written information for students with disabilities in a form which is user friendly
- using language which does not offend in all literature and making staff and students aware of the importance of such language
- introducing whole school use of electronic tablets to enable material to be viewed and heard in different formats thus improving access of materials for visually impaired, hearing-impaired pupils amongst others

It is important that regular monitoring occurs to ensure that pupils with disabilities are not being disadvantaged and that this will lead to action planning.

#### Strategy 1

Increasing the extent to which pupils with a disability can participate in the school curriculum, it is our aim to:

1. Audit pupils, who require learning support, at the Induction Interview, to assess the differentiated resources available to them.
  - Provide training to all staff on the importance of adaptation of the curriculum and its delivery within the classroom.

- All phase leads and subject leads to ensure that schemes of work (LTP and MTP) have clear adaptation included
  - SENCO to work closely with phase and subject leads and teachers to ensure that all lessons are accessible to all pupils
  - Teaching staff to liaise with SENCO and Teaching Assistants (TAs) prior to lessons so that support is fully utilised.
2. Ensure equal access for pupils with a disability to co-curricular activities and school visits.
    - Risk assessment and planning of trips to include accessibility references
    - Analyse co-curricular activities to ensure inclusion of pupils with disability and on the SEN List and those who have an Education Health and Care Plan
  3. Ensure that all pupils feel supported and included within the school.

## **Strategy 2**

Improving access to the physical environment of the school.

This is to enhance the extent to which pupils with a disability can take advantage of the educational opportunities within the school.

It is our aim to enhance physical access and improve accessibility where possible in the context of the above statement.

We will carry out an annual access audit to inform improvement of the physical environment of the school.

We will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, to include improved access, lighting, acoustic enhancement and colour schemes and more accessible facilities and fittings.

We aim to improve the following over time within constraints on resources:

1. Access to/from the school:
  - Provide more designated disabled parking spaces
  - Improve pedestrian and wheelchair access
2. Lighting
  - Provide adequate lighting in all areas of the school environment
3. Toilets
  - To have sufficient accessible toilets available along with appropriate hand washing facilities.
4. Lifts
  - Lifts to be provided in all new buildings

## **Strategy 3**

Improving the delivery of information (to pupils with disabilities and parents). We aim to:

- Provide written materials in alternative formats as requested, for example we can provide large print copies of appropriate school documents if requested, as communicated at the start of any pupil's attendance at the school.

## 5. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Access to the curriculum

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils
- Provide a wider range of opportunities to support pupils with coordination difficulties or disabilities.
- Create effective learning environments for all pupils.
- Increase provision for pupils identified as having Autism
- Ensure that information about the needs of pupils is shared effectively throughout school.
- To make information on the schools SEN policy and local offer accessible for parents.

The table below sets out how the school will achieve these aims.

<b>Aim</b>	<b>Current good practice</b> Include established practice and practice under development	<b>Objectives</b> State short, medium, and long-term objectives	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Additional adult support - meet the diverse needs of pupils with medical conditions.</li> <li>• Staff receive appropriate training as appropriate to legislation and need.</li> <li>• Strong partnership with parents is part of the school's ethos, to ensure children attend and achieve in school.</li> <li>• Strong celebration culture around diversity and</li> </ul>	All Children will attend regularly. <ul style="list-style-type: none"> <li>• Equality for all - safe happy valued children.</li> <li>• Enjoyment and empowered to learn.</li> <li>• Inclusive technology adopted.</li> <li>• Additional funding in place</li> <li>• Specialist equipment used to support individual pupils.</li> <li>• Children achieve Age related expectations/ make good progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff CPD where appropriate.</li> <li>• Individual Helthcare plans in place and updated.</li> <li>• Continue to monitor the use of ICT by pupils with needs and provide additional support where necessary.</li> <li>• Educational visits/ school events to be planned with inclusivity in mind.</li> <li>• PE specialists aware of pupils with additional needs.</li> </ul>	SEND/ Pastoral Team	Ongoing - termly moderation	<ul style="list-style-type: none"> <li>• Good attendance</li> <li>• Children have equal access to curriculum and facilities.</li> <li>• Children feel valued and a celebrated member of the school community.</li> <li>• Children can access all areas of the curriculum</li> </ul>

	<p>difference is embedded into the curriculum</p> <ul style="list-style-type: none"> <li>• ICT equipment is available for all pupils with additional needs.</li> <li>• Reasonable adjustments are made to ensure inclusivity wherever possible</li> <li>• Alternatives are in place for evacuations</li> </ul>					despite disabilities.
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> <li>• The environment is adapted to the needs of pupils as required.</li> <li>• The school is on two levels with a lift to access the upper floor</li> <li>• Pupils with disabilities/families have access arrangements for the main entrance, vehicle access and parking.</li> <li>• Outside learning areas are accessible for all.</li> <li>• The school's corridors width is</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that equal access is in place on the site for all areas of OPAL play.</li> <li>• Potential barriers for children, staff and parents are removed where possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to speak to pupils, parents and staff about access arrangements.</li> <li>• Adaptations made on a need's basis.</li> <li>• Parking bays to be checked daily</li> <li>• Daily checks of communal areas to be carried out- corridors/ toilets/changing areas.</li> </ul>	The SEND Team Site Staff	Daily checks, also as appropriate	<ul style="list-style-type: none"> <li>• No barriers to hinder physical access to site.</li> <li>• Partnership with parents is evident.</li> <li>• Staff, pupils and parents feel empowered.</li> <li>• Communal areas are accessible</li> <li>• Parking bays remain free and easily accessible.</li> </ul>

	<p>adequate and accessible.</p> <ul style="list-style-type: none"> <li>• Library shelves at wheelchair-accessible height</li> <li>• The school has suitable accessible toilets and changing facilities.</li> </ul>					
<p>Improve the delivery of information to pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our school uses a range of communication methods to ensure information is accessible.</li> </ul> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Different formats of information available on request e.g. larger font.</li> <li>• A range of options available for information sharing printed/electronic</li> <li>• Dojo, which has a translation facility, used to share messages electronically.</li> <li>• Support on request to access information.</li> </ul>	<ul style="list-style-type: none"> <li>• Make parents aware that information can be made available in different formats.</li> <li>• Ensure that options are available for parents.</li> <li>• The school's culture is to support parents, and they feel able to access this.</li> <li>• Pupils who require a Pictorial or symbolic method of communication, have access to this on a daily basis</li> </ul>	<ul style="list-style-type: none"> <li>• On request-letters to be available in large print or on coloured paper.</li> <li>• Office/ SEND team to support parents with accessing information when required e.g. support with reading information/completing forms.</li> <li>• The school has the most up to date Pictorial or symbolic packages in place.</li> </ul>	<p>Office Staff SEND Team</p>	<p>As necessary</p>	<ul style="list-style-type: none"> <li>• All pupils and parents can access information</li> <li>• Parents feel that the school's culture and ethos is strong.</li> <li>• Internal signage supports accessibility around the school.</li> <li>• Children have the necessary Pictorial or symbolic package to enable them to make progress.</li> </ul>

	<ul style="list-style-type: none"> <li>• Internal signage is displayed throughout of the school.</li> <li>• Pictorial or symbolic representations are used for pupils where appropriate</li> </ul>					
Provide a wider range of opportunities to support pupils with coordination difficulties or disabilities.	<ul style="list-style-type: none"> <li>• Children are identified and offered specific interventions to meet their need.</li> <li>• Close liaison with health professionals.</li> <li>• Interventions possibilities identified.</li> <li>• Individual physio programs supported.</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery of specific physical/ mobility packages</li> <li>• School to work closely with outside agencies to ensure individual bespoke packages can be delivered.</li> <li>• Liaison with agencies to ensure equipments that is required is available</li> </ul>	<ul style="list-style-type: none"> <li>• Baselines and progress to be monitored.</li> <li>• New equipment identified and purchased.</li> <li>• Equipment is checked for safety and suitability.</li> <li>• Staff training on a need's basis.</li> <li>• Fine/ gross motor interventions provided.</li> </ul>	SEND Team	Weekly  Start and end of intervention	<ul style="list-style-type: none"> <li>• Pupils receive an intervention to meet their area of need.</li> <li>• Impact on the progress of children within all areas of the curriculum.</li> <li>• Staff are well informed and have the correct knowledge and skills to complete their roles with confidence.</li> <li>• Staff are supported with in their roles.</li> </ul>



						<ul style="list-style-type: none"> <li>• Equipment is accessible and safe to use.</li> </ul>
Create effective learning environments for all pupils.	<ul style="list-style-type: none"> <li>• Staff are aware of children who have been identified as having a learning difference or specific needs.</li> <li>• The learning environment underpins positive relationships.</li> <li>• The children feel valued.</li> <li>• The environment is a safe place.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate pupil's learning preferences.</li> <li>• Seek advice relating to learning needs.</li> <li>• Continue to screen and investigate pupil preferences</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure consistent use of Dyslexia friendly resources throughout school.</li> <li>• Ensure that staff are aware that white on black background can cause issues for certain children.</li> <li>• CPD for staff is identified and provided.</li> </ul>	SEND Team	Ongoing	<ul style="list-style-type: none"> <li>• Learning differences are identified.</li> <li>• Progress is made be children in both academic and pastoral areas.</li> <li>• Soft data supports pastoral progress</li> </ul>
Identify provision for pupils identified as having diagnosis.	<ul style="list-style-type: none"> <li>• Staff are aware of children who have a diagnosis</li> <li>• Understanding of their unique needs are implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that provision is in place to meet the needs of children with a diagnosis that requires support.</li> </ul>	<ul style="list-style-type: none"> <li>• CPD training events provided and encouraged for all staff.</li> <li>• Provision is identified for pupils with a diagnosis</li> </ul>	SEND Team	As appropriate	<ul style="list-style-type: none"> <li>• Children with a diagnosis form part of the school and function</li> </ul>

		<ul style="list-style-type: none"> <li>• Funding applied for where necessary.</li> <li>• Liaison with health professions.</li> <li>• Strategies/ Tool kits and criteria shared.</li> <li>• Sensory audits completed.</li> </ul>	<ul style="list-style-type: none"> <li>• Support is accessed through SFSS (School and family specialist services)</li> <li>• School to access frameworks and Tool kits.</li> <li>• Sensory audits to inform practice.</li> </ul>			<p>well within their environments.</p> <ul style="list-style-type: none"> <li>• Progress is made.</li> <li>• Staff will have the appropriate training to enable them to meet the needs of all children, especially those with a diagnosis.</li> <li>• Staff will feel empowered to use strategies and information to support the chn they work with.</li> <li>• Funding will enable the school to provide bespoke packages and support</li> </ul>
Ensure that information about the	<ul style="list-style-type: none"> <li>• Formal and informal meetings with all members of</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and extend the use of pupil profiles to record and</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use one-page profiles as a method of passing 'quick read'</li> </ul>	SEND Team	Termly	<ul style="list-style-type: none"> <li>• All staff will have the relevant</li> </ul>

<p>needs of pupils is shared effectively throughout school.</p>	<p>staff that work with named children.</p> <ul style="list-style-type: none"> <li>• Regular email contact between class teachers, TAs and the SENCO team.</li> <li>• Transition notes from previous class teacher regarding all pupils.</li> <li>• Information sent from school to school regarding pupils that transfer.</li> <li>• Medical details accessible by all staff.</li> </ul>	<p>share information about children identified as having a SEN, disability or specific medical needs.</p>	<p>information regarding SEN, disabilities and the medical needs of pupils to all members of staff (including middays and before/after school staff)</p> <ul style="list-style-type: none"> <li>• To update disability list termly (in line with the SEN register) and share this information with all staff</li> <li>• Individual Healthcare Plans updated (or when any significant changes occur) for pupils with medical needs</li> <li>• Individual Healthcare Plans shared with relevant staff.</li> </ul>			<p>knowledge to meet the needs of the chn.</p>
<p>To make information on the schools SEND policy and local offer accessible for parents.</p>	<ul style="list-style-type: none"> <li>• Information on the schools SEND provision available school web site/ Notts help yourself.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure the relevant updates are made to policies and parents can access these.</li> <li>• To ensure new parents are signposted to the relevant area of the website.</li> </ul>	<ul style="list-style-type: none"> <li>• To update the SEN policy annually and provide opportunities to discuss this with parents on request.</li> <li>• Publish the school's local offer on the school website and Nottinghamshire LA local offer website</li> <li>• Policies and SEND information are updated and posted on the school's website.</li> </ul>	<p>SEND Team</p>	<p>Annually</p>	<ul style="list-style-type: none"> <li>• SEND information is accessible.</li> </ul>

## 6. Monitoring arrangements

This document will be reviewed every year but may be reviewed and updated more frequently if necessary.

It will be approved by:

The Chair of Governors: Richard Smith

The Head Teacher: Kerry Chadburn.

## 7. Links with other policies

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

- Risk assessment policy
- 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

### Appendix 1: Accessibility audit

Access audit

- Increase site access to meet the diverse needs of pupils, staff, parents, community users and visitors.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two storey	Pupils with a disability to use the lift as a usual rule but to know where safety refuge is in event of FIRE or SITE Evacuation, while awaiting EvacMat evacuation. PEEPs in place for any child in need of lift/evac mat	Site manager	As new pupils arrive Annual
Corridor access	Corridor access that leads to all classrooms. These being	Corridors are kept accessible and checked daily.	Site Manager All staff	Daily

	wide enough for disabled access.			
Lifts	Large enough for up to 5 people. Children with disabilities accompanied by a member of staff at all times.	Regular Maintenance Staff to accompany pupils with a disability.	Site Manager All staff	In accordance with warranty and services. Daily
Parking bays	Disabled parking bays are available in the visitor/staff car park. 2 parking spaces available.	Ensure staff and visitors do not use these and they are kept clear for Blue Badge Holders.	Site manager	Daily
Entrances	The main entrance is accessible via the front of the school and leads straight to the main reception.	Ensure the main entrance is accessible and the automatic doors are in working order.	Site manager	Daily
Ramps	Ramp down from the carpark. Dropped pavements to allow access to main entrance from car park and drop off bay.	Ensure these are kept clear. Maintenance is carried out.	Site manager	Daily
Toilets	Accessible toilets are available in the main reception and upstairs near the staff room. Hygiene room on the downstairs corridor is disability accessible. Each classroom based set of toilets and the ones on the top corridor have a disabled friendly cubicle with hand rails etc.	To ensure that accessible toilet facilities are in working order and accessible.	Site manager	Daily
Reception area	The main entrance has automatic doors and clear access.	The reception area is accessible and free from hazards. The automatic doors are serviced annually.	Site Manager Office staff	Daily  Annually

Internal signage	The building has the correct health and safety signage	Ensure in good repair and updates as necessary.	Site manager	Daily
Emergency escape routes	All emergency exits are apparent, and the staff and children are aware of the escape routes.	Annual Fire Safety Check Site manager	All Staff	

## Appendix 2: Care needs and safety issues

- To ensure safe evacuation of pupils and staff.
- Pupil's personal care needs are adhered to appropriately.
- Increase diabetes awareness.
- To ensure medication is administered.
- Specific needs/ diagnosis is identified.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
To ensure safe evacuation of pupils and staff	<ul style="list-style-type: none"> <li>• Evacuation plans are in place</li> <li>• Fire, internal/ external lock downs, site evacuations.</li> <li>• All staff and children are aware and familiar with procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Review Personal Emergency Evacuation Plans (PEEPs) annually and ensure they are copied to relevant staff (including fire safety officers)</li> <li>• Fire and lock down plans are practiced termly.</li> <li>• Site evacuations are discussed with the children.</li> <li>• New staff informed.</li> </ul>	Headteacher / SENCO All staff	Annual Termly
Pupil's personal care needs are adhered to appropriately	<ul style="list-style-type: none"> <li>• Personal care requirements (ICPs) are highlighted and reviewed regularly, and the relevant staff have appropriate training to meet these needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant staff to receive training on safe changing and intimate personal care needs.</li> <li>• Children are highlighted as having a need.</li> <li>• Individual Healthcare plans/Intimate Care Plans are put into place.</li> </ul>	SENCO	Every 3 months As new pupils arrive Termly

		<ul style="list-style-type: none"> <li>• Regular liaison with parents is in place.</li> </ul>		
Increase diabetes awareness.	<ul style="list-style-type: none"> <li>• All children with diabetes are highlighted and their needs administered.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant staff to be trained on safe administration of insulin and procedures pertinent to named children</li> </ul>	SENCO	As new pupils arrive
To ensure medication is administered.	<ul style="list-style-type: none"> <li>• The medical needs of all children are highlighted and staff made aware.</li> </ul>	<ul style="list-style-type: none"> <li>• Medication and any relevant equipment such as sharp bins are contained securely within the school office.</li> </ul>	SENCO	As new pupils arrive
Specific needs/ diagnosis is identified.	<ul style="list-style-type: none"> <li>• Children who have a medical diagnosis/ need are identified and plans are put into place to need their needs</li> </ul>	<ul style="list-style-type: none"> <li>• Children are highlighted as having a need.</li> <li>• Health care plans are put into place.</li> <li>• Regular liaison with parents is in place.</li> </ul>	SENCO	As new pupils arrive Termly Daily