

The Blue Kite Academy Trust



LYDIARD MILLICENT CE PS

Accessibility Plan 2023 to 2026



1. Introduction

The Blue Kite Academy Trust
c/o Ferndale Primary and Nursery School
Wiltshire Avenue, Swindon, Wiltshire, SN2 1NX

Registered in England and Wales
Company Number 09889819

Schools are required under the Equality Act 2010 to have an accessibility plan. The plan is designed to:

1. increase the extent to which disabled pupils can participate in the school's curriculum. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs or school visits. It also covers the provision of specialist aids and equipment which may assist access.
2. improve the physical environment of the school to allow disabled pupils to take advantage of education and benefits, facilities or services provided or offered by the school. This includes reasonable adjustments to the physical environment of the school and physical aids to access education
3. improve the availability of accessible information delivery to disabled pupils. Examples might include hand-outs, timetables, textbooks and information about the school and school events.

2. Scope/ aims

At Lydiard Millicent CE Primary School, we are committed to providing an inclusive and accessible environment for all pupils, staff, parents/carers and visitors. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Our Accessibility Plan will be drawn up to cover a three-year period and will be reviewed and updated annually by the Headteacher and governors.

DEFINITION OF DISABILITY

The Equality Act (2010) defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

3. Access to the Curriculum

At Lydiard Millicent CE Primary School, our policy of inclusion means children with disabilities are included as a part of an assigned class, working independently and in groups with their peers participating in learning as planned by their class teacher. Some children are directly supported by a Teaching Assistant in order to meet their needs and allow access to the curriculum and activities. This is directed and supported by the class teacher. We are committed to providing a broad and balanced inclusive curriculum making use of the National Curriculum 2014 in line with the SEND Code of Practice 2020. Subject lesson planning includes adaptations within the teaching and the tasks delivered to meet different levels of need and quality teaching materials to suit individuals are made available. All children are encouraged to participate in the whole curriculum with support as is relevant and necessary for the child. School visits and clubs are open to all with appropriate risk

assessments carried out and reasonable adjustments are made to certain activities. Training for staff is organised and made available as the need arises. As soon as the school is aware of a child's particular need, training is organised wherever possible for the whole staff and in particular for the child's class teacher and teaching assistants. Courses are then made available wherever possible as the child moves through the school to update teachers and teaching assistants. If a child needs assistive technology to help them access their learning, referrals are made to the Swindon Assistive Technology support teacher who will then advise on appropriate resources/interventions and loan equipment as necessary.

4. Writing the Accessibility Plan

Using the self-assessment in Appendix A, we will:

Identify key changes that can be made quickly and easily, and then take immediate action.

Identify other changes that require greater planning, time and/or resources.

Record these actions in a development plan with clear and specific actions, time frames and responsibilities.

Agree with staff and Local Governing Board members when progress will next be reviewed, e.g. 6 months.

Share our plan with those accessing our school.

1. Our Accessibility Plan

Intent	Implementation	Staff/Directorate	Cost	Impact Evaluation
All doors can be opened by wheel chair users	Site management to assess how access can be improved for wheelchair users	CB & AF	TBC	All doors can be opened independently by wheelchair users
Staff, parents and disabled young people contribute to reviewing and updating inclusion policies	Pupil, staff and parent voice before policy update. School council asked for input.	AF & CD + Parent forum	None	Policy reviewed with staff, pupils and parents having the opportunity to contribute.
Access to the curriculum for all	To continue to monitor planning and teaching across the school for appropriate adaptations to meet the needs of all individuals.	SLT & SENDco	TBC	Monitoring shows adaptive practices are inclusive
	Establish evidence of a wide range of adaptation strategies across the school through monitoring and feedback.	SLT & SENDCO	None	Monitoring shows adaptive practices are inclusive
	To continue to raise awareness of SEND throughout the whole school.	SENDCO	None	
Disability awareness training to be organised as necessary	25-26	SLT	TBC	

Appendix A: Self-assessment – how inclusive is your school?

Inclusion/ exclusion	Disabled young people are actively or passively excluded e.g., parents being told that the activity is not suitable	Disabled young people are included, but actively not adapted to optimise involvement Needs of disabled young people not adequately considered or planned for	Disabled young people are included and activity adapted, when required, to optimise involvement Needs of disabled young people considered and planned for	Proactive approach to including disabled young people by all staff. Effective inclusion plans in place and in regular use by all staff
Policies and procedures	No recognition of inclusion in policies or procedures	Recognition of inclusion policies in place but no evidence of implementation	All staff aware of and implement inclusion in all policies Staff contribute to reviewing and updating inclusion policies	All staff aware of and actively implement inclusion policies Staff, parents and disabled young people contribute to reviewing and updating inclusion policies
Safeguarding	Safeguarding or child protection policies not in place or up to date Staff unaware of procedures or protocols CRB checks not done for any or many staff	Safeguarding and child protection policies in place, but not universally adhered to Inconsistent staff awareness of procedures and protocols CRB check are completed for some staff	Safeguarding and child protection policies in place, adhered to and regularly updated Staff aware of procedures and protocols CRB checks are completed for all staff Leadership mindful of safer recruiting legislation School committed to keeping young people safe	Safeguarding and child protection policies in place, actively adhered to and regularly updated Staff aware and adhere to procedures and protocols DBS checks are completed for all staff and are regularly updated All staff mindful of safer recruiting legislation School and all staff are committed to keeping young people safe
Risk management	No recognition of inclusion aspects in risk assessment	Staff consider ways to work with disabled young people with specific individual needs on arrival and manage risks accordingly	Prior to arrival risk assessments are discussed with the disabled young people and their parents and are managed accordingly	Dynamic individual risk assessments are done for high-risk users prior to arrival Standard risk assessments include specifics of working with people both with physical and learning difficulties Strategies are recorded for managing groups with challenging behaviour
Wheelchair accessibility	No access to building or surrounding/outside areas for wheelchair users No accessible toilets available	Limited access to building or surrounding/outside areas for wheelchair users Room layouts restrict manoeuvrability Accessible toilet available Some doors can be opened independently by wheelchair users	Good access to building or surrounding/outside areas for wheelchair users Room layouts provide reasonable to good manoeuvrability Accessible toilets are available Most doors can be opened independently by wheelchair users	All areas are fully accessible for wheelchair users Room layouts provide excellent manoeuvrability Accessible toilets with changing tables and hoists are available All doors can be opened independently by wheelchair users
General accessibility	Environment not suitable for physical and sensory difficulties (e.g., no ramps, signage, induction loops)	Some disabled young people's specific physical and sensory needs are met	Most disabled young people's specific physical and sensory needs are met Visual and aural support available	All disabled young people's specific physical and sensory needs are met Sound absorbing resources, visual and aural support available Raised letter signage/Braille throughout facilities Fully functional hearing systems in place where appropriate

Promotion	No positive images of disabled people within school promotional materials No mention of site/activity accessibility within promotional materials	Limited images of disabled people within in promotional materials Limited site/activity accessibility information is included within promotional materials Promotional material only available in standard paper format	Some positive images of disabled people within promotional materials Site/activity accessibility information is included within promotional materials Promotional materials available in other formats if requested in advance Concessions available (e.g. Carers go Free Policy)	Many positive images of disabled people within promotional materials Site/activity accessibility information easy to find in promotional materials Promotional materials are presented in an accessible, easy to understand way Promotional materials readily available in other formats
Community/p partnership working	No work with outside agencies (e.g., schools and support workers)	Infrequent working with outside agencies; only when requested by customer or agency	Regularly working with outside agencies to support staff and develop their skills as and when required	Regularly working with many outside agencies to support staff and develop their skills in a proactive manner Empowers staff to share their skills and knowledge with others Signpost parents to outside agencies
Participation	School does not seek or take record of feedback from disabled young people or parents Feedback that is provided has no influence on practice or policy School does not liaise with disabled young people or parents	School takes feedback from disabled young people when it is offered There is no organised process for collection of feedback Feedback is used to influence selected elements of practice Some communication (formal and informal) with disabled young people and parents to identify individual needs	School encourages disabled young people and parents to provide feedback and consult on all aspects of provision There is an organised process for consultation Feedback is used frequently to adapt practice and policy as required Regular communication with disabled young people and parents to share information and to jointly plan for the needs of the young person (methods include both formal and informal conversations)	Disabled young people and parents are involved in all aspects of the design, assessments and evaluation of practice, delivery and policy Feedback is sought via a wide range of creative and inclusive consultation and is published in all appropriate methods Feedback is constantly used to adapt practice and policy Pro-actively involving disabled young people and parents through regular communication (e.g., home visits and support groups)
Staff training/ approachability	Staff receive no disability awareness training	Some staff receive disability awareness training Staff generally display a positive attitude towards inclusion	All staff receive disability awareness training Staff are friendly and approachable and work towards finding positive solutions for everyone to ensure involvement	Specific training offered to staff which includes condition specific training to meet the individual needs of the people attending Staff are friendly and approachable and work towards finding positive solutions before issues arise All staff are regularly trained, and certificates are kept up to date
Communication/ visual support	No evidence of visual support available (e.g. picture cues, Makaton, use of props)	Inconsistent use of visual support, used only as a resource for individual young people Staff have limited awareness of alternative communication systems available	Consistently, clearly labelled and well-presented use of visual support Makaton available and used during sessions Staff have good knowledge of alternative communication systems available	Range of visual support in place (variety of visual aids resources available and used) Evidence of signing environment Staff have excellent knowledge of alternative communication systems available Environment adapted to suit child's needs e.g., low distraction areas

Autism awareness	No awareness or understanding of young people with autistic spectrum disorder (ASD)	Staff have some awareness of ASD	Some staff have received ASD awareness training Staff use a variety of approaches to meet the needs of young people with ASD Consideration given prior to sessions on how to reduce potential anxiety of young people with ASD when running activities	All staff have received ASD awareness training Activities delivered in a way that considers different users specific needs Consideration and implementation of inclusion methods specific to young people with ASD (provided by parents prior to sessions), on how to reduce potential anxiety of individuals
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History of most recent policy changes and review period

Date	Page	Change(s) made	Origin of Change (e.g. TU request, change in legislation)
November 2022	Whole document	New template	Refresh of policy and practice
July 2025	Whole document	Amend for new trust	Joining new trust
Sept 2025	Whole document	Review	Annual review