

THE WEMBLEY SCHOOLS FEDERATION

LYON PARK PRIMARY SCHOOL

Accessibility Plan



Approved by:

Date:

Last reviewed on: July 2025

Next review due by: July 2028

Contents

| | |
|------------------------------------|-------------------------------------|
| 1. Aims | 3 |
| 2. Legislation and guidance | 5 |
| 3. Action plan..... | Error! Bookmark not defined. |
| 4. Monitoring arrangements | 15 |
| 5. Links with other policies | 15 |

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 with disabilities

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.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional or cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Lyon Park Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

-Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

-Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (We recognise that if we fail to do this we are in breach of the Disability Discrimination Act 1995 (DDA). 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.

-Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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.

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.

The Governing Body and staff of Lyon Park Primary School is committed to a fair and equal treatment of all individuals regardless of disability and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to work towards access for all.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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, staff, Senior Leaders, the SENDCo and the School Business Manager.

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 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 are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

Section: Improve curriculum areas

Current Good Practice

Lyon Park Primary School demonstrates a strong and sustained commitment to ensuring that pupils with disabilities are able to fully access and participate in the curriculum through the delivery of high-quality first teaching that is consistently good or better. All staff are expected to adapt and personalise teaching and learning activities to meet individual needs, ensuring that pupils experience a broad and balanced curriculum across both indoor and outdoor learning environments.

A designated SEND resource area as well as key information about pupils centralises essential SEND information, ensuring that all staff have timely and consistent access to key pupil needs and effective support strategies.

The school maintains well-established partnerships with specialist services, including Hearing Impairment, Visual Impairment and Brent Outreach Autism Team, to facilitate appropriately tailored interventions.

Educational visits are carefully planned, with thorough risk assessments and reasonable adjustments implemented to promote inclusivity.

This approach aligns closely with the school's vision of resilience and respect. Furthermore, the school's effective systems for identifying SEND needs and making appropriate curriculum adaptations, contributing to a calm and purposeful learning environment in which all pupils, including those with disabilities, are supported to achieve.

| Objective | Actions to be taken | Success Criteria | Person Responsible | Timeframe |
|---|--|--|---|----------------|
| <p>Ensure all students can access curriculum materials in formats that meet their individual needs</p> | <ul style="list-style-type: none"> - Audit current curriculum resources to identify accessibility gaps. - Source or create curriculum materials in alternative formats (e.g., large print and visual aids). - Implement use of technology tools (e.g. screen readers, speech-to-text) to support access. - Provide training for staff on adapting resources for diverse needs. | <ul style="list-style-type: none"> - Curriculum resources available in multiple accessible formats. - Pupils with disabilities report improved access to learning materials. - Staff demonstrate confidence in adapting materials. | <p>SENDCO Curriculum Leads Class Teachers</p> | <p>Ongoing</p> |
| <p>Develop staff expertise in adaptive teaching and inclusive practice to ensure curriculum access for all learners</p> | <ul style="list-style-type: none"> - Deliver targeted professional development on adaptive teaching strategies and Rosenshine’s Principles with a focus on SEND inclusion. - Share best practices and model adaptive teaching in staff meetings. - Embed use of formative assessment to inform responsive teaching. - Monitor staff confidence and competence through feedback and observations. | <ul style="list-style-type: none"> - Consistent use of adaptive teaching strategies observed in classrooms. - Improved engagement and participation of pupils with disabilities. - Positive feedback from pupils and staff on teaching approaches. - Positive impact on pupil outcomes and engagement. | <p>Senior Leadership Team SENDCO Curriculum Leads</p> | <p>Ongoing</p> |

| | | | | |
|---|---|---|---|------------------------------------|
| <p>Enable students with disabilities to actively participate in all classroom and learning activities</p> | <ul style="list-style-type: none"> - Review and update classroom layouts and learning environments to promote inclusion. - Use differentiated tasks and scaffolded support tailored to individual needs. - Ensure assistive technologies and resources are available and used effectively. | <ul style="list-style-type: none"> - Pupils with disabilities are observed actively engaged in all lessons and activities. - Reduction in barriers to participation reported by staff and pupils. - Increased pupil confidence and independence in learning. | <p>SENDCO Class Teachers Curriculum Leads</p> | <p>Ongoing</p> |
| <p>Ensure students can demonstrate learning in accessible and equitable ways</p> | <ul style="list-style-type: none"> - Develop and implement a range of methods that allow pupils to demonstrate learning in varied formats (oral, visual, practical). - Train staff to recognise and value diverse evidence of learning. (e.g. learning journals) | <ul style="list-style-type: none"> - Pupils with disabilities successfully demonstrate learning through multiple modalities - Assessment outcomes reflect true pupil understanding and progress -Include child's voice | <p>SENDCO Class Teachers</p> | <p>Ongoing</p> |
| <p>Collaborate with families and specialists to improve curriculum access</p> | <ul style="list-style-type: none"> - Hold regular meetings with families to discuss curriculum access and progress. - Strengthen communication channels with external specialists and integrate their recommendations. | <ul style="list-style-type: none"> - Increased parental satisfaction with curriculum access for their children. - Effective integration of specialist advice into classroom practice. - Improved pupil progress and engagement reported. | <p>Senior Leadership Team SENDCO</p> | <p>Ongoing with termly reviews</p> |

Section: Improve the physical environment

Current Good Practice

Lyon Park Primary School demonstrates well-established and effective provision to support accessibility for pupils with disabilities, underpinned by a range of appropriate physical adaptations and robust safety measures. The school site benefits from level access at the approach and a ramped entrance at the front door, facilitating ease of access for pupils and visitors with mobility needs. Internally, the provision of a lift at the front of the building, alongside stair lifts, ensures access to multiple floors and supports independent movement throughout the school. The availability of three accessible toilets on the main site, together with an additional facility in the nursery, provides suitable hygiene provision that upholds the dignity of disabled pupils and staff.

Safety arrangements are a clear priority, with regular testing of evacuation systems and the implementation of Personal Emergency Evacuation Plans (PEEPs) for all pupils who require them. These measures are supported by trained fire wardens across senior leadership and staff teams. Further enhancements, including handrails on steps and clearly marked step edges, contribute to safe navigation across the site.

Overall, this infrastructure aligns closely with the school's inclusive ethos and its commitment to ensuring that all pupils can access a broad and ambitious curriculum within a safe and respectful environment. The school's continued focus on strong leadership, staff wellbeing, and curriculum adaptation provides a secure foundation for ongoing improvement in physical accessibility and inclusive practice. The school regularly reviews its physical environment to respond to the changing pupil needs and emerging best practice. These arrangements are monitored to ensure continued effectiveness.

| Objective | Actions to be taken | Success Criteria | Person Responsible | Timeframe |
|--|---|---|--|----------------|
| <p>Ensure all school buildings and facilities are independently accessible to people with a range of needs</p> | <ul style="list-style-type: none"> - Conduct a comprehensive accessibility audit of all buildings and facilities, including nursery and external areas. - Review and upgrade existing lifts and stair lifts to ensure reliability and suitability. - Ensure all new furniture and fittings consider accessibility standards. - Maintain and improve clear signage - Install additional handrails and non-slip surfaces where needed. - Provide mobility aids storage and charging points if required. | <ul style="list-style-type: none"> - Audit report completed and shared with leadership team. - All identified physical barriers are addressed. - Increased number of accessible entrances and facilities. - Clear, consistent, and accessible signage throughout the building. - All mobility aids are functioning and accessible. | <p>School Business Manager Site Manager SENDCO</p> | <p>Ongoing</p> |
| <p>Provide suitable and dignified hygiene facilities for students and staff with disabilities</p> | <ul style="list-style-type: none"> - Review current accessible toilet facilities for adequacy and privacy. - Upgrade hygiene facilities with appropriate fixtures (e.g., height-adjustable sinks, emergency alarms). - Ensure regular cleaning and maintenance schedules meet high standards. - Provide changing facilities as needed. | <ul style="list-style-type: none"> - All accessible toilets meet statutory requirements and user needs. - Facilities are clean, well-maintained, and private. - Users report feeling comfortable and dignified when using facilities. - No complaints about hygiene access. | <p>School Business Manager Site Manager SENDCO</p> | <p>Ongoing</p> |
| <p>Ensure learning environments accommodate a range of physical, sensory, and medical needs</p> | <ul style="list-style-type: none"> - Introduce sensory-friendly classroom resources and equipment. - Provide quiet zones and sensory rooms for pupils requiring them. - Train staff on environmental adjustments to support diverse needs. - Implement visual supports and clear routines. | <ul style="list-style-type: none"> - Learning spaces are rated as accessible and supportive by SENDCO and pupils. - Increased use of sensory and quiet areas. - Staff demonstrate understanding of adaptations. - Positive impact on learning | <p>SLT SENDCO Curriculum Leads</p> | <p>Ongoing</p> |

| | | | | |
|---|--|--|--|--|
| | <ul style="list-style-type: none"> - Monitor and review sensory environment effectiveness regularly. | engagement for pupils with sensory needs. | | |
| Enable inclusive access to outdoor learning and recreational areas | <ul style="list-style-type: none"> - Assess outdoor areas for physical barriers and sensory accessibility. - Install accessible pathways and seating in playgrounds and outdoor learning zones. - Provide shaded and quiet outdoor spaces. - Ensure outdoor equipment is inclusive and accessible. | <ul style="list-style-type: none"> - Outdoor areas fully accessible to all pupils, including those with mobility or sensory needs. - Increased participation in outdoor learning and play by disabled pupils. - Positive pupil feedback on outdoor access. | <p>School Business Manager Site Manager SENDCO</p> | Ongoing |
| Ensure all individuals can evacuate or access safety procedures independently or with support | <ul style="list-style-type: none"> - Regularly review and update PEEP plans in consultation with pupils, parents, and relevant professionals. - Conduct evacuation drills including pupils with disabilities. - Ensure all staff are trained in evacuating pupils with diverse needs. - Maintain and test evacuation equipment regularly. - Ensure refuge bays have a communication link to the main office or school line. | <ul style="list-style-type: none"> - Up-to-date PEEP plans for all relevant pupils. - Successful evacuation drills demonstrating safe, timely evacuation. - Staff confident in emergency procedures. - No safety incidents during evacuations. | <p>School Business Manager Site Manager SLT SENDCO</p> | PEEP review termly, drills termly, training annually |
| Ensure accessibility improvements are sustained and considered in all future developments | <ul style="list-style-type: none"> - Embed accessibility review in all site development and refurbishment plans. - Allocate dedicated budget for ongoing accessibility improvements. - Establish an accessibility working group including staff, governors, parents, and pupils. - Regularly review and update the accessibility plan. | <ul style="list-style-type: none"> - Accessibility is a core element of all development projects. - Regular updates to the accessibility plan are made. - Stakeholder feedback is incorporated. - Budget allocations reflect accessibility priorities. | <p>Headteacher Governing Body School Business Manager</p> | Ongoing |

Section: Improve the availability of accessible information to pupils with disabilities

Current Good Practice

Lyon Park Primary School utilises a wide range of communication methods to engage effectively with pupils, parents, and the wider community. These include a school app 'Reach More Parents' for letters and instant messaging, email correspondence, telephone communication, remote video links, and information published on the school website. The school office staff play a key role in supporting parents and pupils to understand written communications and to complete required forms, thereby improving accessibility for those who may experience difficulties with written materials.

Where possible, the school endeavours to provide key policies and correspondence in larger font formats to support pupils and parents with visual impairments or other reading needs. This inclusive approach aligns closely with the school's ethos, its diverse and high EAL context, and the leadership team's commitment to supporting all learners, including those with SEND. The strong emphasis on staff wellbeing, professional development, and safeguarding further underpins effective practice and provides a secure foundation for continued improvement in the accessibility of information. In addition, the school's focus on adaptive teaching and responsive curriculum delivery reinforces its commitment to ensuring that all pupils are able to engage fully with learning materials and communications.

| Objective | Actions to be taken | Success Criteria | Person Responsible | Time frame |
|--|---|--|---|------------|
| Ensure key school information is available in formats that meet a range of communication needs | <ul style="list-style-type: none"> - Ensure key documents are available in large print and translated formats where necessary. | <ul style="list-style-type: none"> - All key documents are available in multiple accessible formats when required. | Office Team | Ongoing |
| Ensure digital information and platforms are accessible to all users | <ul style="list-style-type: none"> - Ensure digital platforms support screen readers and have clear navigation. - Provide training to staff on creating accessible digital content. - School to contact visual impairment team for support when necessary | <ul style="list-style-type: none"> - Digital content is accessible. | IT Manager Class Teachers | Ongoing |
| Ensure students can access learning instructions, resources, and feedback | <ul style="list-style-type: none"> - Provide differentiated learning resources in accessible formats. - Use assistive technologies where appropriate. - Train teachers on accessible resource creation and adaptive teaching. - Regularly review pupil feedback on accessibility of learning materials. | <ul style="list-style-type: none"> - Observations show teachers consistently using accessible resources. - Improved engagement and progress for pupils with disabilities. | SENDCO Curriculum Leaders | Ongoing |
| Ensure parents/carers with disabilities can access school communications | <ul style="list-style-type: none"> - Offer multiple communication channels tailored to parents' needs (e.g., phone calls, home visits, translated materials). - Ensure accessibility of parent meetings and events. | <ul style="list-style-type: none"> - Increased parent participation and engagement, especially from parents with disabilities. - All school events comply with accessibility requirements. | Senior Leadership Team Site Team SENDCO | Ongoing |

This accessibility plan reflects Lyon Park Primary School's commitment to creating an inclusive environment where pupils with disabilities can fully participate in education and school life. The plan is aligned with statutory requirements under the Equality Act

2010 and supports the school's vision for achievement, resilience, respect, and friendship within a diverse community. Regular review and active leadership involvement will ensure continuous progress and compliance.

4. Monitoring arrangements

This document will be reviewed every 3 years, where by an audit is undertaken. This may be reviewed and updated more frequently if necessary. It will be reviewed by the School Business Manager, SENDCo and DHT.

It will be approved by the Headteacher and Governing body.

5. 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
- SEND policy
- Supporting pupils with medical conditions policy