

## Rationale

The Equality Act 2010 replaces previous discrimination laws and provides a single piece of legislation covering all types of discrimination that are unlawful. The approach of the school to meet the provisions of the Equality Act 2010 is set out fully in the Single Equality Policy. The definition of disability under the law is a wide one. A disabled person, as defined under the Equality Act 2010, is someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. If a person has been disabled in the past they are still covered by the legislation for the rest of their life.

## Aims of Lammas Accessibility Plan

The school plans, over time to increase accessibility of provision for all students, staff, and visitors to the school. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

The main priorities in the school's plan will be in the following areas:

1. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of educational opportunities.
2. Increasing the extent to which disabled pupils can participate in every aspect of the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits.
3. Improving the communication to disabled pupils, staff, parents and visitors of information that is provided in writing and verbally for pupils and adults.

## Action | Impact | Next Steps

### Priority 1

- The school has increased the quality of corridor displays at varying heights. Music, sound, and light are used.
- All pupils have a visual, stimulating environment. A multi-sensory approach is used to develop every child's experience.
- The school has enhanced the outside space with planting, secure fencing, and the construction of a 'school garden/ vegetable plot' accessible by all via enrichment clubs.
- The school signage has been fully renewed and replaced (2024).
- The school has excellent disability access ramps, lifts, and disabled toilet facilities on all floors and as such, the building is fully accessible by all.
- The building is a safe and secure environment for all.
- Green spaces have been enhanced through planting and the addition of pot plants for aesthetic and sensory purposes.
- Home learning, intervention, and Local Authority offers of activities and clubs are routinely shared with parents over the holidays.
- The school has developed IT extensively to increase accessibility and participation for all.
- Pupils are engaged and all pupils can access the curriculum using IT resources.

## Priority 2

- The curriculum has been designed based on a Quality First approach to teaching and with relevancy, diversity, accessibility and equity as a core consideration.
- All pupils have access to a rich and deep curriculum. The Creative Arts Department has been significantly enhanced; digital music production has been incorporated within the Music Scheme of Learning, and the procurement of a specialist teacher has reincorporated Design and Technology within our curriculum.
- Staff are highly trained to develop every child. The needs of all students are carefully considered within 5 Group Models and students with more significant needs have personalised learning passports aligned to their ILP or IEP.
- Enhanced curriculum review and development work has been ongoing (2021 to date 2024).

## Priority 3

- Communication with all members of the community is detailed and planned through diaries, newsletters/bulletins, text service, meetings, and open days. All parents have access to a school app.
- Training offer has enabled all staff to teach to meet the needs of every child. Case studies show individual achievements.
- The home-learning platforms enable online interactivity between students and staff (and in a safe and controlled manner).
- Students have access to internal e-mails to flag safeguarding and bullying concerns and also an e-mail to request the counselling/support services of Place2Be.
- Visual prompts are used on posters around school to support students with key behavior routines ('Smart Start', 'End and Send', 'We as one').
- The SEN department uses SALT strategies and social group work to support and develop key students with specific communication needs.
- The school has access to an 'in-house' SALT provision one day a week.