



The Brickfields Trust

Accessibility Plan

Lawford Mead Primary & Nursery School

2026

Purpose of Plan

This plan shows how Lawford Mead Primary & Nursery School intends, over time, to increase accessibility for disabled pupils, staff, parents/carers and visitors. It is fully compliant with the Equality Act 2010 and Disability Discrimination requirements 2005.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day- to-day activities.

Areas of planning responsibilities

- **Increasing access for disabled pupils to the school curriculum** (this 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)
- **Improving access to the physical environment of the school** (this includes improvements to the physical environment of the school and physical aids to access education)
- **Improving the delivery of written information to disabled pupils** (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame)

Contextual Information

Lawford Mead has been its current location since it opened in 2015. Lawford Mead's main building is located on two floors (with lift) and this houses 15 classrooms from Nursery to Year 6, also offices, a staffroom and pupil toilets. The main hall is used for PE, as the dining hall and for assemblies. There is a disabled access toilet on both floors. In between the school offices and staffroom are male and female adult toilets. Classroom doors are a sufficient width to allow wheelchair access.

Current Range of known disabilities

The school has children with a range of needs which include moderate and specific learning disabilities. There are times when our pupils require temporary support to access school following accidental injuries.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Ensure classroom staff have specific training on disability issues as required	Use of ongoing monitoring to identify staff training needs, particularly for new staff. 24monthly revision of CPD for current needs, e.g., ASD, ADHD, etc. Annual revision of medical, e.g., asthma, epilepsy. Deliver CPD as new needs occur that are unfamiliar to staff.	As required	SENCO	Teaching & support staff have a full knowledge of the special needs and disabilities for pupils in their class.
All staff to have a good understanding of strategies that may be implemented in the classroom to ensure that the curriculum is accessible for their pupils.	Use of ongoing lesson monitoring to identify specific areas in which teachers require support Delivery of 1:1, group and/or whole school CPD SENCo to attend clusters & CPD. Half-termly liaison with Inclusion partner & Ed Psych.	On-going and as required	SENCO, CTs, Support staff	Staff confident in applying strategies for differing disabilities. Resources easily accessible for staff to implement strategies. All pupils able to access the curriculum

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Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs
Access to computer technology suitable for different needs	Make sure software installed where needed SENCo to be up to date on technology that may support specific needs, through research & attending SENCo updates	As required	Computing Lead & SENCo	A range of resources available in classrooms
All educational visits to be accessible to all	Monitor and update guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HoS/EVC lead	All pupils in school able to access all educational visits and take part in a range of activities
Ensure PE accessible to all	Keep abreast of advice and guidance relating to accessible PE and disability sports Gain advice when required from PI specialist teacher and/or Inclusion Partner	As required	PE Lead	All to have access to PE and be able to excel
Ensure after school clubs are accessible to all.	PE lead & SENCo to monitor club attendance for pupil groups.	Termly	PE lead & SENCo	A range of pupils will be attending clubs from differing groups.
Ensure books are accessible to those persons in wheel chair	Shelves in library are located at wheelchair height.	Annual	Facilities Manager & English lead	Pupils can choose book independently

Improving access to the physical environment of the school

We continue to invest money into improving the buildings each year and prioritise improvements that will improve health and safety, access and learning.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the One Planning process when required Be aware of staff, governors and parents access needs and meet as appropriate Through questions and discussions find out the access needs of parents/carers through Family Liaison Officer contact Consider access needs during recruitment process	As required Induction and on- going if required Annually Recruitment process	SENCO Head of School Head of School	One Plans in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head of School, Facilities Manager	Re-designed buildings are usable by all
Ensure access to reception area to all	Maintain current access to ensure continued ease of entry for wheel	Consider in any new development	Facilities Manager	Disabled parents/carers/ visitors feel welcome

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	chair users			
Improve signage and external access for visually impaired people	Monitor and maintain current yellow strip mark step edges & exit signage Exit buttons at wheel chair height	On going	Facilities Manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Maintain Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Ensure all staff are aware of their responsibilities EVAC chairs available at the top of the stairwell – staff trained to use	As required Each Sep Checked & serviced termly	SENCO SENCO Facilities manager	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Continue to liaise with specialist teacher on information with regard to a pupil and member of staff who are hearing impaired	On-going and as required	Computing Lead SENCO	Hardware and software available to meet the needs of children and staff as appropriate
All fire escape routes are suitable for all	Maintain all areas of school to ensure continued wheelchair access Maintain fire exit signage & route lighting	On-going and as required and as appropriate	Facilities Manager	All disabled staff, pupils and visitors able to have safe independent egress
School car park accessible for persons with a disability	Disabled parking bay	Maintain	Facilities Manager	All disabled persons will have access to the car park and a designated, saved space

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Ensure top floor is accessible for those with a disability	Maintain service of lift	Regular checks & servicing	Facilities Manager	All have access to the top floor rooms
Facilities are accessible	Disabled toilets are available for pupils and adults	Daily cleaning & checks, regular servicing and priority when requires maintenance	Facilities Manager	All have access to toilet facilities

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time- scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	During induction On-going Current	KS1/office School Office Head of School & Family Liaison Officer	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Review the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Revise the guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information

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Annual review information to be as accessible as possible	Child friendly One Plan meetings formats	On-going	SENCO	Staff more aware of pupils preferred method of communications
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required Currently being provided for parent	SENCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website. Ensure the website is regularly updated with events, letters and newsletters.	Ongoing	Head of School & Family Support Officer	All can access information about the school