



Accessibility Plan

ALLEN EDWARDS PRIMARY SCHOOL



Contents

1. Aims.....	4
2. Legislation and guidance.....	5
Equality Act 2010	5
Children and Families Act 2014	6
Special Educational Needs and Disability Regulations 2014.....	7
SEND Code of Practice	7
Supporting pupils with medical conditions	7
Fire safety and emergency evacuation	7
School premises, building work and physical accessibility	8
Digital accessibility and accessible information.....	8
Lambeth local guidance and strategic context	9
Lambeth Council's accessibility responsibilities.....	9
Lambeth SEND and Alternative Provision Strategy 2025–2030.....	9
Lambeth Education and Learning Strategy 2024–2030	10
Lambeth SEND Local Offer	10
Ordinarily available and inclusive provision	10
Participation and co-production	11
Transitions and partnership working	11
3. School Overview.....	12
3.1 Approaches	12
3.2 Car Parking.....	12
3.3 Building Entrances.....	12
3.4 Horizontal Circulation	13
3.5 Vertical Circulation.....	13
Stairs.....	13
Lift	13
3.6 Sanitary Accommodation	14
3.7 Facilities.....	14
3.8 Signage and Wayfinding.....	14
3.9 Internal Surfaces	14
3.10 Lighting and Switching	15
3.11 Means of Escape	15
3.12 Building Management & Maintenance	15
3. Action plan	16
4. Access Audit.....	23
5. Governance and Monitoring Arrangements	25
Monitoring the action plan.....	25
Review cycle	25
Access audit.....	26
Resources.....	26
Publication.....	26
Relationship with inspection	26



Record keeping	27
Disability discrimination	28
SEND concerns	28
Complaints concerning Lambeth Council	28
Learning from complaints	28
7. Links with other policies	29



Accessibility Plan

1. Aims

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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

This Accessibility Plan primarily concerns disabled pupils, as required by Schedule 10 of the Equality Act 2010. The school is also committed to accessibility for disabled staff, parents, carers, visitors and other users of the premises. These wider responsibilities arise under the Equality Act 2010 provisions relating to employment and the provision of services, together with applicable digital-accessibility requirements.

Allen Edwards Primary School plans to ensure 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 reasonable adjustments to the physical environment of the school and physical aids to access education.

Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. Failure to comply with the Equality Act 2010, including the reasonable-adjustments duty, may amount to unlawful disability discrimination. 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 and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, 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.

Allen Edwards' Accessibility Plan (2026-2028)

3.. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.



4. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

5. The School website will make reference to this Accessibility Plan.

6. 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.

7. Information about our Accessibility Plan will be published on the school website and made available in accessible alternative formats on request.

8. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

9. Ofsted may consider the school's arrangements for disabled pupils, including the implementation and impact of this plan, as part of inspection.

10. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter with reference to the Equality Act 2010, including understanding disability issues.

The school will work with Lambeth Council, health services, specialist services, families and other partners to implement this plan. The plan will have regard to Lambeth's current accessibility strategy, SEND and Alternative Provision Strategy, Education and Learning Strategy and Local Offer.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school.

2. Legislation and guidance

This Accessibility Plan has been prepared in accordance with relevant legislation and national guidance for schools in England.

Equality Act 2010

The Equality Act 2010 is the principal legislation governing disability discrimination and accessibility in schools. This plan meets the requirements of section 88 and Schedule 10 of the Equality Act 2010.

Under Schedule 10, the school's responsible body must prepare, implement, review and publish an Accessibility Plan covering a prescribed three-year period. The plan must set out how the school will:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of the school so that disabled pupils can take greater advantage of the education, benefits, facilities and services provided; and
- improve the delivery of information to disabled pupils where that information is readily accessible to pupils who are not disabled.

The school will allocate adequate resources to implement this plan and will review it regularly. A new plan will be prepared at least every three years.

Section 6 of the Equality Act 2010 defines a disabled person as a person who has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

For the purposes of the Act:



- “substantial” means more than minor or trivial; and
- “long-term” generally means that the impairment has lasted, or is likely to last, for at least 12 months or for the remainder of the person’s life.

The definition includes physical, sensory, cognitive and mental impairments. It can include long-term and fluctuating health conditions where the legal definition is met. A pupil does not need to have an Education, Health and Care Plan or be recorded as having special educational needs to be protected by the Equality Act 2010.

Sections 20 and 21 of the Equality Act 2010 require schools to make reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage compared with pupils who are not disabled. This includes adjustments to provisions, criteria and practices and the provision of appropriate auxiliary aids and services.

The reasonable-adjustments duty is anticipatory. The school must consider barriers and possible adjustments in advance and must not wait until a disabled pupil experiences a disadvantage. The school is not permitted to charge a disabled pupil or their parents or carers for reasonable adjustments.

In relation to physical features, schools meet their duties principally through the accessibility-planning arrangements contained in Schedule 10 of the Equality Act 2010.

Section 85 of the Equality Act 2010 prohibits schools from discriminating against, harassing or victimising a pupil in relation to:

- admissions;
- the provision of education;
- access to any benefit, facility or service;
- exclusion; and
- any other detriment.

This applies to classroom teaching and to the wider life of the school, including assemblies, break and lunchtimes, school clubs, educational visits, residential visits, performances, sporting activities and other school-organised activities.

Section 149 of the Equality Act 2010 sets out the Public Sector Equality Duty. In exercising its functions, the school must have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and those who do not; and
- foster good relations between people who share a protected characteristic and those who do not.

Advancing equality of opportunity includes removing or minimising disadvantages experienced by disabled people, taking steps to meet their particular needs and encouraging their participation in activities where their participation is disproportionately low.

Children and Families Act 2014

The school will have regard to its duties under Part 3 of the Children and Families Act 2014.

Section 66 requires the governing body to use its best endeavours to secure the special educational provision called for by a pupil’s special educational needs.



Section 69 requires maintained schools and academies to publish a Special Educational Needs Information Report. The Accessibility Plan will be read alongside the school's SEND policy and SEN Information Report.

Section 100 places a duty on the governing body to make arrangements to support pupils with medical conditions. In carrying out this duty, the school will have regard to the statutory guidance, "Supporting pupils at school with medical conditions".

Special Educational Needs and Disability Regulations 2014

The school will comply with the Special Educational Needs and Disability Regulations 2014, including regulation 51 and Schedule 1 concerning the information that must be included in the school's SEN Information Report.

This includes information about:

- arrangements for supporting pupils with special educational needs and disabilities;
- the expertise and training of staff;
- equipment and facilities used to support pupils;
- consultation with pupils and parents or carers;
- involvement of health, social care and other services;
- arrangements for supporting emotional and social development;
- the accessibility of the school; and
- arrangements for handling complaints.

SEND Code of Practice

The school will have regard to the statutory "Special Educational Needs and Disability Code of Practice: 0 to 25 years".

In accordance with the Code, the school will promote high aspirations and expectations for disabled pupils and pupils with special educational needs. It will seek to identify and remove barriers to learning and participation and will involve pupils and their parents or carers in decisions about the support provided.

The school will follow the graduated approach of assess, plan, do and review where a pupil requires SEN support. Reasonable adjustments under the Equality Act 2010 will be considered separately from, and in addition to, any special educational provision required under the Children and Families Act 2014.

Supporting pupils with medical conditions

The school will have regard to the Department for Education's statutory guidance, "Supporting pupils at school with medical conditions".

Pupils with medical conditions will be supported so that they can enjoy the same opportunities at school as other pupils, including access to the curriculum, physical education, school clubs, educational visits and residential visits.

Where appropriate, the school will prepare and implement an individual healthcare plan in consultation with the pupil, parents or carers and relevant health professionals.

Fire safety and emergency evacuation



The school will comply with the Regulatory Reform (Fire Safety) Order 2005 and will have regard to current government fire-safety guidance for educational premises and guidance on means of escape for disabled people.

The school's fire-risk assessment and emergency arrangements will consider everyone who may require assistance to leave the building safely. Where an individual needs specific assistance, a Personal Emergency Evacuation Plan will be prepared, implemented, communicated to relevant staff and reviewed regularly.

Emergency evacuation arrangements will not rely on intervention by the Fire and Rescue Service. Relevant staff will receive appropriate training, and evacuation equipment and communication systems will be inspected, tested and maintained.

School premises, building work and physical accessibility

Where applicable, the school will have regard to:

- the School Premises (England) Regulations 2012;
- the Building Regulations 2010;
- current Approved Document M guidance on access to and use of buildings;
- current relevant parts of BS 8300 concerning inclusive and accessible design; and
- current relevant fire-safety and evacuation standards.

Compliance with building regulations does not, by itself, demonstrate compliance with the Equality Act 2010. The school will continue to identify and address barriers through regular access audits, consultation and reasonable adjustments.

Accessibility will be considered when premises are maintained, refurbished, redecorated or reorganised and when new furniture, equipment, technology or services are procured.

Digital accessibility and accessible information

The school will have regard, where applicable, to the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018 and current government guidance on digital accessibility.

The school will take reasonable steps to ensure that essential online administrative functions, website information, electronic documents, forms, learning resources and communications can be accessed by disabled users.

Information will be provided in an accessible format within a reasonable period where this is required. Depending on assessed need, formats may include large print, Easy Read, Braille, audio, accessible electronic documents, pictorial or symbol-supported information, captioned material or other communication support.

The school will publish this Accessibility Plan on its website and will make paper copies and alternative accessible formats available free of charge on request.

In preparing, implementing and reviewing this plan, the school will have regard to the following national guidance:

- Department for Education, "Equality Act 2010: Advice for Schools";
- Department for Education and Department of Health, "Special Educational Needs and Disability Code of Practice: 0 to 25 years";
- Department for Education, "Supporting pupils at school with medical conditions";



- Equality and Human Rights Commission, “Technical Guidance for Schools in England”;
- Equality and Human Rights Commission guidance on reasonable adjustments for disabled pupils;
- current Department for Education requirements on information that schools must or should publish online;
- current government guidance on accessibility requirements for public-sector websites and applications;
- current government fire-safety risk-assessment guidance for educational premises; and
- current government guidance on means of escape for disabled people.

The governing body and headteacher will ensure that this plan is reviewed when relevant legislation or statutory guidance changes. References to legislation and guidance will be interpreted as referring to the current version and any subsequent amendment or replacement.

Add this immediately after the national legislation and guidance section:

Lambeth local guidance and strategic context

This Accessibility Plan has regard to Lambeth Council’s current education, SEND, inclusion and accessibility arrangements. The school will work in partnership with Lambeth Council, health services, social care, specialist professionals, families and other relevant organisations to identify and remove barriers experienced by disabled pupils.

Lambeth Council’s accessibility responsibilities

Schedule 10 of the Equality Act 2010 requires Lambeth Council, as a local authority, to prepare and implement an accessibility strategy for the schools for which it is the responsible body.

The school will have regard to Lambeth Council’s current accessibility strategy and any associated guidance issued to schools. The school will review this Accessibility Plan following the publication or revision of Lambeth’s accessibility strategy or other relevant local guidance.

The school will seek advice from Lambeth Council where clarification, specialist support or significant work to the school premises is required.

Lambeth SEND and Alternative Provision Strategy 2025–2030

The school will have regard to the Lambeth SEND and Alternative Provision Strategy 2025–2030.

The strategy’s vision is that all children and young people should have excellent and inclusive experiences and outcomes across education, health and social care, from birth to adulthood.

In support of this vision, the school will:

- promote inclusive education and seek to meet pupils’ needs within their local mainstream community wherever appropriate;
- identify additional needs and barriers as early as possible;
- provide support at the earliest appropriate stage;
- make reasonable adjustments and provide ordinarily available support without unnecessary delay;
- work effectively with education, health, social care and other services;
- plan carefully for transitions into the school, between year groups and into the next phase of education;
- develop the knowledge, confidence and skills of staff through appropriate training;
- involve pupils and their parents or carers meaningfully in decisions;



- consider the pupil's education, health, wellbeing, independence and wider participation;
- promote high aspirations and positive outcomes for disabled pupils and pupils with special educational needs; and
- evaluate whether support and adjustments are improving pupils' access, participation, progress and wellbeing.

Lambeth Education and Learning Strategy 2024–2030

The school will have regard to the Lambeth Education and Learning Strategy 2024–2030 and its commitment to excellent and inclusive education and learning for all children and young people.

This plan supports Lambeth's strategic priorities by helping to ensure that:

- disabled pupils are safe, healthy and able to participate fully in school life;
- pupils receive suitable, full-time and inclusive education;
- the school provides an accessible, welcoming and inclusive environment;
- barriers to attendance, participation and achievement are identified and addressed;
- educational inequality and disadvantage are reduced;
- pupils with SEND are supported to achieve positive outcomes;
- unnecessary exclusion from lessons, activities or school is avoided;
- staff and governors have the knowledge required to support inclusive practice; and
- pupils are prepared for their next stage of education and for increasingly independent adult lives.

Lambeth SEND Local Offer

The school will use and signpost families to the Lambeth SEND Local Offer. The Local Offer provides information about education, health, social care, family support and other services available to children and young people aged 0 to 25 with special educational needs or disabilities.

The school will ensure that its SEN Information Report includes an appropriate link to the Lambeth SEND Local Offer and explains how families can obtain further information, advice and support.

The school will work with relevant Lambeth services and local partners where additional assessment, advice, training, equipment or specialist support is required. This may include, according to individual need:

- Lambeth SEND and inclusion services;
- educational psychology;
- speech and language therapy;
- occupational therapy and physiotherapy;
- sensory support services;
- health and mental-health services;
- social care and family support;
- transport and travel-assistance services;
- early years and transition services; and
- independent information, advice and support services.

Access to individual services will be subject to their current referral arrangements and eligibility criteria. The school will not delay reasonable adjustments that it can reasonably make itself while awaiting external assessment or support.

Ordinarily available and inclusive provision



The school will take account of current Lambeth guidance on the support and provision that should ordinarily be available within mainstream schools.

The school will maintain a graduated range of provision designed to remove barriers to learning and participation. This will include high-quality inclusive teaching, reasonable adjustments, appropriate differentiation, accessible resources, assistive technology and targeted support where required.

Support will be based on the individual pupil's strengths and needs and will not depend solely on a diagnosis. Where a pupil may have a disability, the school will consider its Equality Act 2010 duties whether or not the pupil:

- has an Education, Health and Care Plan;
- is receiving SEN support;
- has received a formal diagnosis; or
- is included on the school's SEN register.

Participation and co-production

In accordance with Lambeth's commitment to amplifying the voices of children, young people and families, disabled pupils and their parents or carers will be involved in the development, implementation and review of this plan.

The school will provide appropriate and accessible opportunities for pupils and families to:

- identify barriers within the curriculum, physical environment and school information;
- suggest improvements and reasonable adjustments;
- comment on the effectiveness of existing provision;
- contribute to individual planning and reviews; and
- receive feedback about actions taken in response to consultation.

The school will seek to include the views of pupils with a range of physical, sensory, communication, cognitive, neurodevelopmental, medical and mental-health needs.

Transitions and partnership working

The school will work with families, other educational settings and relevant Lambeth services to support accessible and well-planned transitions.

Transition planning will begin early enough to identify:

- reasonable adjustments;
- staff training requirements;
- communication needs;
- specialist equipment;
- changes to the physical environment;
- healthcare and personal-care arrangements;
- transport or travel needs; and
- emergency evacuation arrangements.

Relevant information will be shared lawfully and promptly so that necessary arrangements can, wherever reasonably possible, be in place when the pupil starts at the school or moves to a new class or setting.

The headteacher and governing body will ensure that this plan remains aligned with current Lambeth guidance.



The school will review this section when Lambeth Council publishes or revises its:

- accessibility strategy for schools;
- SEND and Alternative Provision Strategy;
- Education and Learning Strategy;
- SEND Local Offer;
- ordinarily available provision guidance;
- school inclusion guidance; or
- relevant premises, emergency-planning or accessibility requirements.

3. School Overview

The building comprises of 14 Classrooms over three floors, 5 Autism Resource Base learning spaces, a small Community Hall, Multi-Purpose Hall, Food Technology Space, Kitchen, Staff Room and associated ancillary accommodation. The estimated total occupancy is around 520.

On the site there is also a nursery equipped with kitchen, staff and children's toilets and two teaching rooms.

The new school building has been inclusively designed from conception to create accessible facilities which meet the needs of all end users including school children, teachers, visitors etc. The design team acknowledges the wide spectrum of cognitive, sensory and mobility disabilities and has been designed to meet the needs of people with hearing and visual impairments; learning disabilities; ambulatory disabilities; wheelchair users; and people with mental health issues. The design may not necessarily meet the specific needs of some individuals, existing mechanisms should therefore be used to make reasonable adjustments or provide auxiliary aids i.e. for pupils through the SEN framework or staff through the reactive employment provisions of the EA where this is the case, the school audit has outlined these and ensured changes have been made.

3.1 Approaches

The main vehicular approach to the school is existing and from Larkhall Lane to the West of the school. The main pedestrian routes are generally existing and from Studley Road and Paradise Road. The public highway approach is generally flat with no major level changes. The School and existing Nursery shares access routes from the public highway and this will be via an access controlled pedestrian gate from Paradise Road. There is an audio based access control system, mounted at a height to comply with Approved Document M and BS8300 for both pedestrian and vehicular access points. The full perimeter of the building is fully accessible.

3.2 Car Parking

Parking will be provided to the west of the school site with access off Larkhall Road. 23 parking spaces will be provided with an additional 2 dedicated accessible parking bays designed in accordance with fig. 2 and paragraph 4.2.3 of BS 8300. Level access is then provided from the car park area to the school either through a controlled pedestrian gate into the playground or via the public highway.

3.3 Building Entrances

The main entrance points into the school building for the students and staff on a day to day basis will be via the school playground. Access to the Nursery remains all as existing via the playground and the gate off Paradise Road. Reception and Year 1 classrooms at ground floor level have access directly to and from the playground via a single door. These doors are manually operated with a minimum clear width of at least 1 metre. The doors from the playground into the building are fitted with D 4 handles and push plates mounted in accordance with fig. 14 of BS 8300, with visual contrast from the door and open with a low operating force. During operational hours the doors will be swing free. All entrances and exits to the building have a level approach and level threshold, including all fire exits. Double fire exit doors will be provided with push pad panic bars and will provide a clear width of at least 1 metre per leaf. All external doors, with exception of the stores, are glazed and therefore satisfy the requirements for vision panels, with applied manifestation to the glass.

3.4 Horizontal Circulation

The secure main entrance doors are to Studley Road, which are operated from reception, lead into the secure Waiting Area with adjoining Interview Room. The Waiting Area complies with fig. 10 of BS 8300. The doors will have an effective clear opening width greater than 1 metre. There is a reception counter within the Waiting Area, which is designed in accordance with paragraph 11.1 of BS 8300. The reception desk has a low level counter with knee recess for wheelchair users on both sides, with staggered knee recessed, to allow people in wheelchairs on both side of the counter to interact. It also has a high level surface for standing users. There is a glass screen, with perforated holes and a gap below to assist with audio communication between staff and visitors. The surfaces and surround to the counter contrast visually with its surroundings to assist visually impaired visitors. All visitors to the school are required to sign in at the reception counter using the school computerised system which produces a printed pass incorporating a photographic image of the visitor. On leaving the school visitors are required to sign out on the computer system. Access in to the main school areas from the Waiting Area is gained through a pair of electronically locked double doors which are controlled from the reception desk. Once through the control doors access is available to the main circulation corridor and directly adjacent Heads Office, Reception Office, Accessible Toilet and Medical Room. Access to the stairs and lift serving the upper floors are directly off the circulation corridor. Doors dividing the circulation corridors will be on a hold open device which will automatically allow the doors to close should the fire detection system be activated. Circulation space doors will exceed 800mm clear effective opening to the main leaf and 580mm on the adjoining smaller leaf; Main leaf has vision panel achieving the zones of visibility shown in fig. 13 of BS 8300; manoeuvring spaces alongside the lead edge of the door and good visual contrast and accessible ironmongery. The internal doors leading into the classrooms from the corridors and circulation space exceed 800mm clear effective opening; have vision panels achieving the zones of visibility shown in fig. 13 of BS 8300; manoeuvring spaces alongside the lead edge of the door, good visual contrast and accessible ironmongery in the form of lever handles. Doors to W.Cs and cubicles are not be fitted with vision panels for privacy reasons. Cubicle doors will be fitted with accessible lever turn locks internally with indicators externally. The first and second floors can be accessed via the lift from the ground floor circulation corridor and from two staircases at either end of the teaching block. The teaching block on the first and second floor is a repeat providing junior classrooms and other Accessible W.C.s. The second floor also has a Staff Room which connects with the general circulation areas.

3.5 Vertical Circulation

Stairs

The building is a 3 storey building with vertical circulation provided by 2 staircases, situated at either end of the teaching block. Both stairs have been designed as an ambulant disabled stair in accordance with BS 8300 paragraph 5.9.2. The rise of the stair is 150mm with a going of 300mm. The steps will have colour contrasting nosing's and be at least 1200mm wide between strings. Level landings at least the width of the stair are provided where shown. A colour contrasting oval handrail will be provided at 900mm and 600mm high measured vertically from the line of the stairs. The handrail will project 300mm from the first and last riser and turn down at the end. Both stairs are provided with a disabled refuge area to the landings outside of the circulation route. There is a refuge intercom located in these areas, in accordance with BS 9999, linked back to the main reception and fire alarm panel. The school will provide evacuation chairs for safe evacuation of disabled people down the staircases in the event of a fire.

Lift

There is a fully accessible 8-person passenger lift serving the ground, first and second floors. The lift has a minimum clear internal car width of 1100x1400mm with an automated door achieving a minimum clear width of 900mm. The lift has been fitted with controls and signage in accordance with BS 8300; paragraph 8.3.3. Call controls will be 900- 1100 above FFL and contrast visually with the wall behind. The walls contrast and be non-reflective. There is a voice announcer and emergency phone with inductive coupler. There is a designated zone greater than 1500x1500mm outside the lift entrance. No external lifts are required as the topography of the site is reasonably level allowing accessibility across the site.



3.6 Sanitary Accommodation

Ample sanitary accommodation is provided on all floors to serve the accommodation. Each pair of classrooms on the ground floor have the use of shared sanitary accommodation and cloakroom facilities, directly from the classrooms. Heights of W.C.'s and basins on the ground floor are at a lower level (305mm WC pans) for the use of infant children. Where there are 3 or more cubicles within a W.C, one of the cubicles has been designed for ambulant disabled people. The first floor classrooms serving Year 2 have shared W.C facilities, all other classrooms to the upper floors have access to toilets off the main circulation corridors. WC's pans are 355mm high and have adjoining low level basins for the use of junior children. Where there are 3 or more cubicles within a W.C one of the cubicles has been designed for ambulant disabled people. The Staff Room is situated on the second floor which has a fully accessible W.C provided in the adjoining corridor. Accessible W.C.s are provided in the ground, first and second floor main circulation corridors. Accessible W.C.s will be fitted with Doc M packs including W.C, finger rinse basin, seats, grab rails, mirrors, hand dryer and fittings installed in accordance with figure 51 and 52 of BS 8300. The W.C.s will be provided with a pull cord linked to an emergency sounder and beacon located outside the W.C to alert other people if they require assistance. Ambulant W.C.s are at least 800mm wide and fitted with an outward opening door and grab rails mounted in accordance with figure 56 BS 8300. All other W.C.s have inward opening doors with a clear 450mm dia. circle between W.C pan and the door swing. All sanitary appliances and grab rails will contrast visually with background

3.7 Facilities

There is a Kitchen and Servery to the main School Hall. This will provide hot and cold meals to school pupils at meal times. The servery has been designed for the use of small children and wheelchair users with a worktop height of 740mm as paragraph 12.1.3.2 of BS 8300; 2009. The taps is a large lever taps to allow them to be operated by people with limited dexterity. All switched and sockets will be clearly identified in terms of visual contrast. The servery counter will be a height of 740mm above floor level to accommodate wheelchair users. There is no knee recess below the counter and therefore a clear manoeuvring space in front of the 7 counter of 1400mm deep and 2200mm wide will be provided, as per paragraph 11.1.2 of BS 8300; 2009. All classrooms are provided with storage unit, with a worktop and sink over. The worktop height is 850mm high as paragraph 12.1.3.3 of BS 8300; 2009 for use of ambulant and wheelchair users. The taps are large lever taps to allow them to be operated by people with limited dexterity. The Staff room has a kitchenette area, with a worktop and sink over. The worktop height will be 850mm high as paragraph 12.1.3.3 of BS 8300; 2009 for use of ambulant and wheelchair users. The taps are large lever taps to allow them to be operated by people with limited dexterity. There is a clear space beneath the sink to provide access for wheelchair users. Switches, sockets, controls etc. are to be easy use and correctly positioned between 400-1200mm above FFL, to AD M section 4.30 for various heights of different types of switches/sockets. As per internal surfaces, there will be visual contrast with background walls/trunking. Windows are non-opening throughout all areas but are generally fitted with opening side hang, inward opening louvres to the sides of the windows where purge venting is required. The louvres are manually operated by lever handles and fitted with restrictors Handles set at height.

3.8 Signage and Wayfinding

Signs are used to identify individual rooms as well as being directional. Signs has case sensitive text and has good contrast between text and background.

3.9 Internal Surfaces

The project incorporates a visual contrast scheme to ensure that tonal contrast is achieved between key elements, including: walls, doors, floors, WC fixtures and fittings, handrails, door handles, etc. It is important that future redecoration does not compromise the scheme. Whilst future redecoration may use different colours, a tonal contrast (or light reflectance value) of 30% should be achieved between elements including ironmongery. All floor finishes will be slip resistant and non-reflective to avoid glare and reflection.



3.10 Lighting and Switching

Lighting is provided to external areas to provide safe access to and from the building and to accessible parking facilities. Internal lighting will be designed to achieve the lighting levels recommended in BS 8300; 2009 and Approved Document M to maintain adequate lighting levels and visual contrast internally. Lights have diffusers to avoid glare and achieve an evenly distributed lighting level. All electrical sockets will be located between 450mm and 1200mm above finished floor level and achieve 30% visual contrast from its surrounding.

3.11 Means of Escape

All ground floor fire exits are 1m clear and have level egress. There is a refuge area to both staircases at first and second floor levels and these are fitted with an Emergency Communications System. The refuges at first floor level are located directly outside of the stairwell and are within a fire resisting enclosure. The school should provide evacuation equipment capable of evacuating a person whilst remaining in their wheelchair. Staff should be trained in the use of this equipment. Any member of staff or pupil with a disability should have a Personal Emergency Egress Plan (PEEP) written in conjunction with their line manager/teacher. The school also include the evacuation of disabled people as part of their fire risk assessment required under the Regulatory Reform (Fire Safety) Order 2005. All escape routes externally will be well lit with emergency lighting to allow occupants to escape to a point of safety.

3.12 Building Management & Maintenance

A system is in place by the end user to provide assistance in the case that the alarm is sounded in the Accessible W.C. The school have put in place a fire egress policy, and it is recommended that the needs of disabled people are fully incorporated, based on the design information given above. Any member of staff has a disability should have a PEEP written in conjunction with their line manager.



3. Action plan

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



Aim	Current Good Practice (Including Established Practice, And Practice Under Development)	Objectives (Short, Medium And Long-Term Objectives)	Actions To Be Taken	Person Responsible	Date To Complete Actions By	Success Criteria
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Increase access to the curriculum for pupils with a disability	The school provides a differentiated and inclusive curriculum. Visual timetables and other visual supports are used. Specialist resources are available, including writing slopes and adapted writing equipment. Classroom environments are adapted according to individual need. Staff seek advice from occupational therapists, physiotherapists, speech and language therapists and other professionals. Pupil progress is tracked, and appropriate individual targets are set. Curriculum resources include positive representation of disabled people. Adjustments are made to PE and other physical activities where required.	Short term: Improve staff understanding of disability, anticipatory reasonable adjustments and accessible teaching. Medium term: Ensure that reasonable adjustments are consistently recorded, communicated, implemented and reviewed. Long term: Ensure disabled pupils can participate fully in lessons, assessments, clubs, performances, PE, educational visits and residential activities.	Deliver annual staff training on the Equality Act 2010, disability, SEND and reasonable adjustments. Include accessibility in the induction of new, temporary and supply staff. Introduce a consistent system for recording and reviewing individual reasonable adjustments. Add accessibility prompts to curriculum, lesson, assessment and educational-visit planning. Audit the accessibility of curriculum resources, digital platforms and assistive technology. Obtain specialist advice and equipment promptly where required. Monitor the participation, attendance, progress and wider-school involvement of disabled pupils termly. Gather feedback from disabled pupils and parents or carers at least annually. Use an accessibility transition checklist when pupils enter the	Headteacher Deputy Headteacher SENCO Curriculum lead Subject leaders Class teachers Educational visits coordinator Computing lead	Staff training by December 2026 and annually thereafter. Reasonable-adjustment recording system by November 2026. Planning and resource audit by March 2027. Monitoring termly. Pupil and parent consultation annually.	All relevant staff complete appropriate accessibility training. Reasonable adjustments are clearly recorded, shared with relevant staff and reviewed termly. Planning shows that accessibility barriers are considered in advance. Disabled pupils participate in all areas of the curriculum and wider school life wherever reasonably possible. Required auxiliary aids and accessible resources are available and used effectively. Progress, attendance and participation data show that identified barriers
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			school, change year group or transfer to secondary school.			are being addressed. Pupil and parent feedback confirms that adjustments improve access and participation.

Continue to improve and maintain access to the physical environment	The school has level or ramped access to key entrances. A passenger lift provides access to upper floors. Corridors and doorways accommodate wheelchair access. Accessible parking bays and drop-off arrangements are available. Accessible toilets are provided on each floor. The reception counter can be used from standing and seated positions. Stairs include contrasting nosings and handrails. Refuge areas and emergency communication systems are provided. Furniture and learning spaces can be adapted according to individual need.	Short term: Confirm the current condition and accessibility of the school through a dated access audit. Medium term: Remedy identified barriers and establish reliable inspection, maintenance and reporting arrangements. Long term: Ensure that all pupils can access the school's education, facilities and services safely and with the greatest possible independence.	Complete a structured access audit covering entrances, routes, doors, lift access, toilets, parking, signage, lighting, acoustics, sensory barriers and emergency evacuation. Transfer every audit recommendation into the action plan with an owner, priority and target date. Inspect accessible routes weekly and remove obstructions immediately. Maintain and service the lift and establish a contingency plan for lift breakdowns. Inspect accessible toilets, emergency pull cords, alarms, handrails and transfer spaces monthly. Review accessible parking and SEND transport arrangements annually. Audit signage and wayfinding for contrast, readability, symbols and positioning. Complete a sensory-environment review covering noise, glare, lighting, busy spaces and quiet areas. Consider accessibility before refurbishment, redecoration,	Headteacher Deputy Headteacher Premises manager SENCO Designated fire-safety lead Health and safety governor or premises committee All staff	Access audit by December 2026. Weekly route inspections. Monthly accessible-facilities checks. Lift and fire-safety equipment serviced according to required schedules. Signage and sensory audit by March 2027. PEEPs prepared when a need is identified and reviewed termly.	A current, dated access audit is available and all recommendations are assigned and monitored. Entrances, corridors, lifts, toilets and accessible routes remain safe and operational. Reported faults are recorded and resolved within an appropriate timescale. No pupil misses education or an activity because an accessible route has been unnecessarily blocked. Signage can be understood by intended users. Identified sensory barriers are reduced. Effective PEEPs are in place and
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			furniture changes or changes to room use. Prepare and review Personal Emergency Evacuation Plans for anyone requiring assistance. Test evacuation equipment, refuge communication systems and emergency lighting, and train relevant staff.			relevant staff are trained. Emergency evacuation arrangements do not depend on intervention by the Fire and Rescue Service .

Continue to improve the delivery of accessible information to pupils with a disability	• The school uses visual timetables, pictorial and symbol-supported information. • Large-print resources can be provided. • Braille or specialist communication support can be obtained where required. • Internal signage is used throughout the school. • Dyslexia-friendly resources and fonts are used where appropriate. • Staff adapt information in response to individual pupil needs. • Advice is sought from specialist professionals where necessary.	Short term: Establish a clear procedure for requesting information in an accessible format. Medium term: Improve staff skills in producing accessible printed and digital information. Long term: Ensure disabled pupils receive essential information at the same time as, or as close as reasonably possible to, pupils who are not disabled.	Publish an alternative-format request procedure identifying the contact person, available formats and expected response arrangements. Create and implement a school accessible-information standard covering clear language, readable fonts, headings, colour contrast, image descriptions and accessible tables. Train teaching and administrative staff to produce accessible documents and communications. Establish arrangements for large print, Easy Read, Braille, audio, pictorial or symbol-supported information, captions and other communication support according to assessed need. Audit key website pages, online forms, policies and downloadable documents. Provide captions or transcripts for essential audiovisual materials. Record individual communication needs and ensure emergency or short-notice information is provided through an appropriate method.	Headteacher Deputy Headteacher SENCO Office manager Computing lead Teaching staff	Request procedure by November 2026. Accessible-information standard and staff training by January 2027. Website and document audit by March 2027. Priority improvements by July 2027. Request log reviewed termly. Formal review annually.	The request procedure is published and easy to find. Requests are acknowledged promptly and completed within an agreed reasonable period. Staff demonstrate that they can produce accessible printed and digital information. Essential information is supplied in the format required by the pupil. Key digital documents and online administrative functions are accessible or have an accessible alternative. Monitoring shows that requests are completed on time and
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			Maintain an anonymised log of alternative-format requests, response times and outcomes. Seek pupil and parent feedback about the accessibility of school information.			recurring barriers are addressed. Pupil and parent feedback confirms improved access to information.

4. Access Audit

Feature	Description	Action to be taken	Person responsible	Due to complete action
Corridor Access	All doors allow access for wheelchairs into corridors.	Continue to ensure corridors are kept clear	All staff	Ongoing



	Easily distinguishable and easily opened handles.			
Lift	Maintenance of the lift to ensure it is always in working order	Ongoing maintenance checks	Premises manager	Ongoing
Parking Bays	Disabled Parking Bays available in the carpark Disabled bay at the front of school for SEND transport to park	None Council applications to amend parking bay	Office and Premises manager	Ongoing
Entrances	All entrances are accessible for wheelchairs	None	premises manager	
Toilets	Disabled toilet on every floor with handrail	None	Premises manager	
Internal Signage	Fire exits and other important information e.g. first aid are clearly labelled	Updated when appropriate	All staff	
Emergency escape routes	Fire exits are clearly marked and signposted	None	Premises manager	
Reception area	Counter is accessible from standing and seated position. Exit button for adults	None Office staff to support exit of the building when needed by adults (children are not permitted to open this door)	Office staff	
Furniture in and around school is accessible to all	Unable to use or access furniture	None as child can use science room stalls and tables	SENCO	

5. Governance and Monitoring Arrangements

The governing body is the responsible body for this Accessibility Plan and is accountable for ensuring that it is prepared, implemented, adequately resourced, monitored and reviewed.

The headteacher has overall operational responsibility for implementing the plan. The Special Educational Needs Coordinator (SENCO) will coordinate actions relating to disabled pupils, reasonable adjustments, accessible curriculum provision and accessible information. The premises manager will coordinate actions relating to the physical environment, building access, maintenance and emergency systems.

The governing body will appoint a named governor, or a designated governing-body committee, to oversee accessibility, SEND and inclusion. The named governor or committee will receive regular information about progress, barriers, complaints, incidents and any actions that are overdue.

Monitoring the action plan

Progress against the Accessibility Plan will be monitored at least termly by the senior leadership team. Each action will identify:

- the barrier or need being addressed;
- the action required;
- the person responsible;
- the resources or funding required;
- the target completion date;
- measurable success criteria;
- the evidence used to assess progress; and
- the action's current status.

The headteacher or SENCO will report progress to the governing body at least annually. The report will identify completed actions, outstanding actions, emerging priorities and any changes required to resources or timescales.

Where an action cannot be completed by its target date, the reason will be recorded and a revised action and completion date will be agreed.

Review cycle

This Accessibility Plan covers the three-year period from September 2025 to September 2028.

The governing body will formally review and approve a new Accessibility Plan at least every three years. Progress against the plan will also be reviewed annually, and the action plan may be updated more frequently.

An earlier review will be undertaken where necessary, including following:

- a significant change to the school buildings or site;
- the identification of a new or substantially changed accessibility need;
- the admission or planned admission of a pupil whose needs require advance planning;
- a significant accessibility-related incident or complaint;
- findings from an access audit, fire-risk assessment or health and safety inspection;

- consultation with disabled pupils or their families;
- changes to national legislation or statutory guidance; or
- new or revised guidance from Lambeth Council.

Changes to individual actions may be approved during the life of the plan, but the school will retain a clear record of revisions and completed actions.

Access audit

The school will undertake and record a structured access audit at least once during each three-year planning period and more frequently where circumstances require it.

The audit will cover:

- access to the curriculum and wider school activities;
- the physical environment;
- accessible information and communication;
- digital accessibility;
- sensory accessibility;
- emergency evacuation;
- equipment and auxiliary aids; and
- the experiences and views of disabled pupils and other users.

Recommendations arising from the audit will be transferred into the action plan, with named responsible persons, target dates and measurable success criteria.

Resources

The governing body will consider the financial, staffing and training resources required to implement this plan as part of the school's budget and improvement-planning processes.

The absence of a specifically allocated budget will not prevent the school from considering and making reasonable adjustments. Where substantial premises work or specialist provision is required, the school will seek appropriate advice and explore available support and funding with Lambeth Council and other relevant bodies.

Publication

The current Accessibility Plan will be published on the school website and will be readily identifiable from the school's SEND or statutory-information pages.

A paper copy will be available from the school office. The plan will be provided free of charge in an alternative accessible format on request.

The school will ensure that the published version displays:

- the approval body;
- the approval date;
- the implementation date;
- the three-year plan period;
- the date of the most recent annual review;
- the next formal review date; and
- the person to contact about accessibility or alternative formats.

Relationship with inspection

Ofsted may consider the school's arrangements for disabled pupils, including the implementation and impact of this plan, as part of inspection. However, responsibility for monitoring and implementing the Accessibility Plan remains with the governing body and school leadership.

Record keeping

The school will maintain appropriate records of:

- governing-body approval and review
- progress against actions
- completed access audits
- consultation with pupils and families
- staff training
- maintenance and testing of accessibility equipment
- reasonable adjustments, where individual records are required
- accessibility-related complaints and resulting improvements
- revisions made to the plan

Records containing personal information will be handled in accordance with the school's data-protection and records-management arrangements.

6. Complaints and further redress

The school welcomes feedback about accessibility and will seek to resolve concerns promptly, fairly and respectfully.

Concerns about the implementation of this Accessibility Plan, a failure to make reasonable adjustments or any other accessibility barrier should initially be raised with the pupil's class teacher, the Special Educational Needs Coordinator (SENCO) or the headteacher.

The school will take reasonable steps to make its complaints process accessible. This may include:

- accepting a complaint in an alternative format
- helping a complainant to put their concerns in writing
- providing information in large print, Easy Read or another accessible format
- allowing the complainant to use an advocate, interpreter or other communication support
- providing an accessible location or alternative method for meetings
- making reasonable adjustments to complaint timescales and procedures where appropriate

Where the concern cannot be resolved informally, it may be considered under the school's published complaints procedure. A copy of the procedure is available on the school website and from the school office.

Complaints will be handled confidentially so far as reasonably possible. Information will be shared only with those who need it to investigate or respond to the concern, subject to the school's safeguarding and legal responsibilities.

No pupil, parent, carer, member of staff or other person will be treated unfavourably because they have raised an accessibility concern, made a complaint or supported another person's complaint. Victimisation is prohibited by the Equality Act 2010.

Disability discrimination

The school's complaints procedure does not remove or replace a person's right to pursue a disability-discrimination claim under the Equality Act 2010.

Depending on the nature of the complaint, disability-discrimination claims relating to pupils may be considered by the First-tier Tribunal (Special Educational Needs and Disability), an admission appeal panel or another relevant legal body.

Strict legal time limits can apply to discrimination claims. Parents and carers should obtain independent advice promptly if they are considering further action.

Information about the First-tier Tribunal is available through GOV.UK. Independent information and advice may also be obtained from:

- Lambeth Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS);
- the Equality Advisory and Support Service;
- the Independent Provider of Special Education Advice; or
- another suitably qualified adviser.

SEND concerns

Concerns about a pupil's special educational provision should be raised with the SENCO in the first instance and may then be considered under the school's complaints procedure.

Where a concern relates to a decision made by Lambeth Council about an Education, Health and Care needs assessment or an Education, Health and Care Plan, separate mediation and appeal arrangements may apply. The school will direct parents and carers to Lambeth SENDIASS and Lambeth Council's published disagreement-resolution and mediation information.

Complaints concerning Lambeth Council

Where a concern relates to a service or decision for which Lambeth Council is responsible, the complainant may need to use Lambeth Council's complaints, disagreement-resolution, mediation or appeal arrangements. The school will provide appropriate signposting but cannot determine a complaint on behalf of the local authority.

Learning from complaints

The headteacher and governing body will monitor accessibility-related concerns and complaints to identify recurring barriers or areas for improvement.

Where a complaint identifies an accessibility barrier, the school will consider whether:

- an individual reasonable adjustment is required
- an existing adjustment needs to be changed
- staff require additional guidance or training
- the access audit should be updated
- the Accessibility Plan action table should be amended
- a wider change is required for other current or future pupils

Actions arising from complaints will be recorded, assigned to a responsible person and reviewed for effectiveness. An anonymised summary of significant accessibility issues and resulting improvements may be reported to the governing body.

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 and policy
- Supporting pupils with medical conditions policy
- Curriculum and teaching-and-learning policies
- Educational visits policy
- Behaviour policy
- Anti-Bullying policy