

# Lindal and Marton Primary School



## ACCESSIBILITY PLAN 2025 – 2028

Approved by <sup>1</sup>	
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<b>Position:</b>	Chief Executive Officer
<b>Signed:</b>	
<b>Date:</b>	25-11-2025
<b>Review date<sup>2</sup>:</b>	Autumn Term 2028

<sup>1</sup>The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher

<sup>2</sup>This document should be reviewed every 3 years

## REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	March 2012
2	Front Cover ONLY updated to take account of revised Statutory Policy Guidance issued by the DfE	January 2013
3	Reformatted only	February 2014
4	Reformatted only	February 2015
5	Reformatted only	May 2017
6	Very minor updates AND 'Date Complete' added to all Action Plans (Appendices)	September 2018
7	Reviewed – links checked	October 2019
9	Reviewed with minor restructuring and updated to include information relating to the Public Sector Equality Duty	September 2023
	Reviewed – minor formatting changes, no change to content	September 2024

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<a href="#">Appendix B(i)</a>	Improving Access to the Curriculum
<a href="#">Appendix B(ii)</a>	Improving Access to the Physical Environment
<a href="#">Appendix B(iii)</a>	Improving Access to Written Information

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## 1. Introduction

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in several ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition.
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability, if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

## 2. Definition of disability

Under the Equality Act 2010: a person has a disability if:

- They have a physical or mental impairment,
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'Substantial' means more than minor or trivial.
- 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions).
- 'Normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition, there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled, but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

#### **Progressive conditions considered to be a disability**

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

#### **Conditions that are specifically excluded**

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

### **3. Reasonable adjustments**

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage.
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to their non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is, then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

The Act does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable, however, the Equality and Human Rights Commission (EHRC) provides further guidance in its publication [EHRC Reasonable adjustments for disabled pupils](#). It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities are required to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement

of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

Under the Equality Act we do not have a duty to make alterations to the physical environment though we should be planning to do so as part of our accessibility planning.

#### 4. Public sector equality duty (PSED)

The Public Sector Equality Duty (PSED) (section 149 of the Equality Act) came into force on 5 April 2011. The Equality Duty applies to public bodies (including schools) and others carrying out public functions. It supports good decision-making by ensuring public bodies consider how different people will be affected by their activities, helping them to deliver policies and services which are efficient and effective; accessible to all; and which meet different people's needs.

The PSED is supported by specific duties, set out in regulations which came into force on 10 September 2011. The specific duties require public bodies to

- publish relevant, proportionate information demonstrating their compliance with the Equality Duty at least annually; and
- set and publish measurable equality objectives, at least every four years.

All information must be published in a way which makes it easy for people to access it and the published information must show that the public body had due regard to the need to:

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

These are generally described as the three aims of the Equality Duty. Our accessibility plan has been developed to help us to effectively meet our obligations under the PSED and ensure that users of our service who have a disability are not disadvantaged when accessing our curriculum, physical environment or the information which we provide.

#### 5. Aims of the accessibility plan

We strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

In **LINDAL AND MARTON PRIMARY SCHOOL** we have a commitment to equal opportunities for all members of the school/setting community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum;
- increase access to extra-curricular activities and the wider school curriculum;
- improve the physical environment of schools/settings to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the school/setting to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school/setting will address the priorities identified in the plan – see Appendix A (Access Audit Report May 2025).

Compliance with the disability duty under the Equality Act is consistent with the school's/setting's aims and Single Equality Scheme, and the operation of the school's/settings SEND policy.

The Action Plan for physical accessibility relates in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by FET. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan 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.

**LINDAL AND MARTON** strives to ensure that the culture and ethos of the school/setting are such that, whatever the abilities and needs of members of the school/setting community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

## 6. Key objectives

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school/setting community for pupils, and prospective pupils, with a disability.
- 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 and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework ([Click here to access](#)) which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges;
  - responding to a pupil's diverse learning needs;
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## 7. Contextual information

- Lindal and Marton Primary School is located on Pit Lane between the villages of Lindal and Marton;
- The school is surrounded by farmed land and is a short distance from Lindal Village Hall and St Peter's Church;
- We are a community primary school with pupil aged 3-11
- The PAN number is 12 and we currently have 72 pupils on roll;
- Whilst many pupils live in the surrounding villages, a significant number travel to school from Barrow, Dalton and Ulverston;
- The school itself is housed in one building which was built in 1853;
- We have several links with other schools being a member of the FPF (Furness Primary Federation) and part of Furness Education Trust.

## 8. Development of the plan

### 8.1 Vision and Values

*At Lindal and Marton Primary School we encourage our pupil:*

- to have a sense of self-worth, self-esteem and confidence
- to enjoy the learning experience and take pleasure in learning,
- to be ambitious for themselves and what they can achieve,
- to be well motivated and independent learners with lively and enquiring minds
- to be able to persevere and understand that determination and effort can conquer their difficulties,
- to have successful partnerships between parents, other children, governors, staff and the community
- to care for themselves and participate in a healthy lifestyle
- to show consideration of the needs of others and treat everyone equally without prejudice
- to know how to behave appropriately, acting with courtesy, common sense and self-discipline at all times

### 8.2 Information from pupil data and school audit

*See Appendix A (Accessibility Audit – January 2025).*

- The school has identified that we have, as at the start of the academic year 2025-26 the number of students who are regarded as disabled under the terms of the DDA is 0%.
- Numbers are so small that figures will not be included to prevent identification of individuals. These can be grouped as: hearing impaired, physical mobility problems (non-wheelchair users), visual impairment, Asperger's Syndrome, ADHD, Autistic, epileptic.
- Our annual development plan takes into account the needs of our diverse student population as well as the needs of its wider community.
- Students with a disability currently in feeder nursery/primary schools who may wish to come here have been identified through dialogue with the Local Authority agencies tasked with supporting those students in its area with disabilities.

In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;
- improve the information dissemination from our Learning Support facility;
- implement a system that allows parents to inform us if they themselves have a disability;
- identify early on in their school career any obstacles to the effective learning of disabled students;
- use all available data to inform the planning of individual student learning patterns;
- use information supplied via previous LA Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school/setting community.

### 8.3 Views of those consulted during the development of the plan

*Lindal and Marton Primary School will:*

- *ensure that we provide the best choices for students wanting to enrol here;*
- *consult the full Local Academy Committee;*
- *consult staff including specifically SENCD0, FET site management;*
- *set up a structure to allow the views of students, both able and disabled to be taken into account;*

- *survey parents/carers to ascertain their views on our provision for students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;*
- *involve outside agencies who already exist to assist disabled students in their education;*
- *ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;*

## 9. Scope of the Plan

### 9.1 Increasing the extent to which disabled pupils can participate in the school curriculum

- to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- to investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Team.

The school plans to 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. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Lindal and Marton Primary School will arrange to improve access to the curriculum in the following ways:

- arranging and implementing appropriate staff training and development
- the plan will be reviewed on a 3 yearly basis by relevant staff and the Local Academy Committee
- ensuring that teaching and learning is accessible through appropriate school and classroom organisation and support, including deployment of staff and resources

Governors should identify action in the school access plan to enhance teaching and learning opportunities for all those in the school/setting community with disabilities. These may include:

- consideration of whole-school ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as off-site visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges;
- how threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks;
- identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;
- deciding how the implementation of specific strategies such as intervention groups, 1:1 support, specific resources and equipment have enhanced attendance and participation;
- consideration of how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success;
- consideration of the school response to pupils through the application of the SEND Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored;
- consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted;

- identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc. has been identified and supported;
- identifying pupil peer support mechanisms and the ways that the school has ensured pupils have a voice in decisions that affect them;
- ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education;
- enhancing the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the school's ability to include those with disabilities.

## **9.2 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

- in consultation with the FET Board investigate various improvements to the site;
- improve accessibility points to different curriculum areas;
- investigate ways of making the site more accessible to both disabled parents and adult users.

Lindal and Marton Primary will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has pupils or visitors with disabilities and is prepared for a situation when they do.

We will ensure that children with learning and/or physical disabilities have easy access to appropriate resources to allow them to access the curriculum, eg. specialist chairs and desks, ICT programs, coloured overlays, enlarged print books etc. These will be provided as and when necessary.

The Local Academy Committee will respond to the action points recorded in Appendix A, depending on priority and will consider and record reflection upon all areas of the physical environment such as:

- Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes and colour contrast, lighting, heating etc.
- Changes outside of the school/setting building e.g. provision of disabled parking etc.
- Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
- Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software.
- Improvement to the acoustic environment that might include installation of soundfields/hearing loop systems.
- Improvements of storage implications for wheelchairs and other mobility devices.
- Application and progress on capital funding for major access works funded by the Schools Access Initiative through the Local Authority, and details on schools funds delegation to support targets such as provision of suitable floor coverings, furniture and layout of the playgrounds.

## **9.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled**

Lindal and Marton Primary School will strive to:

- produce all school/setting literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

LAMPS will strive to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities upon request. Examples might include handouts, timetables, textbooks and information about the school/setting and school events. The information should be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

If and when necessary, Lindal and Marton will ensure that when writing to its pupils – such as handouts, timetables, textbooks, information about school events, this could include alternative formats. This information will be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

## **9.4 Financial Planning and Control**

The Headteacher with the Senior Leadership Team, together with the Finance Manager will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Improvement Plan.

Lindal and Marton Primary School will finance the plan by identifying costs and incorporating them into current and future budget commitments.

## **10. Implementation**

### **10.1 Management, Coordination and Implementation**

*LAMPS led by Barbara Ross (KAHSC) has undertaken a disability audit using a cross section of staff, pupils and parents (refer to Section 7.3).*

*As a result of the audit, we shall:*

- *produce action plans, with definite time scales for the implementation of the actions implicit in the plan;*
- *plans to provides workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;*
- *present the plan to the governing body for their approval;*
- *modify the plan based on the views of stakeholders;*
- *review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.*

### **10.2 Monitoring**

Lindal and Marton Primary School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

Evaluation that **may** be useful to judge success may include:

- *success in meeting identified targets;*
- *changes in physical accessibility of school buildings;*
- *improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs;*

- *recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school;*
- *pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included;*
- *Ofsted inspections that identify higher levels of educational inclusion.*

### **10.3 The role of the FET Board in increasing accessibility**

**Furness Education Trust** recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to future action planning and budget setting.

Evaluation includes:

- *providing training and awareness opportunities on issues regarding inclusion to staff, governors and parents and how this has been used in school to promote inclusion e.g. uptake of Dyslexia Friendly status, Inclusion Quality Mark and attendance on courses;*
- *promoted collaboration through the provision of information aimed at sharing good practice;*
- *encouraged liaison between special and mainstream schools to share expertise and pupil placement;*
- *ensured that schools are aware of support services that provide advice to schools/settings and staff;*
- *provided specialist help to identify ways forward in increasing the inclusion of all pupils;*
- *linked building adaptations to refurbishment and capital building works;*
- *informed schools how information can be provided in a number of different formats.*

### **10.4 Accessing the School's Plan**

- *Plans could be made to investigate symbol software to support learners with reading difficulties.*
- *Raising awareness of font size and page layouts will support pupils with visual impairments.*
- *Auditing the school library to ensure the availability of large font and easy read texts will improve access.*
- *Auditing signage around the school to ensure that is accessible to all is a valuable exercise.*
- *Auditing the use of, and methods of displaying materials around the school/setting.*

*This will be done through:*

- *Access on the school website open to all visitors to the site;*

*We will ensure that the plan is available in different formats where requested.*

*LAMPS will achieve successful implementation of the accessibility plan with continued support in the areas of:*

- *providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;*
- *providing targeted training for particular groups of pupils/staff;*
- *promoting collaboration through the provision of information and the sharing of good practice;*
- *encouraging liaison between other local schools/settings including special schools;*
- *seeking support/advice from outside the school/setting, from services, other agencies and organisations;*
- *ensuring that the school/setting is aware of all support services that provide advice to schools/settings and staff.*

## **11. RELATED POLICIES**

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Single Equality Scheme

- Health & Safety
- Special Educational Needs and Disabilities/ Local Offer Response & Information Report
- Educational Visits
- Whole School Behaviour Policy and Procedures
- School Improvement Plan
- Asset Management Plan
- Complaints Procedures

## Lindal and Marton Primary School Accessibility Plan

In drawing up this Accessibility Plan, the following were consulted:

- *Full Local Academy Committee/SEND Governor*
- *Staff (teaching and support)/SENDCo/SLT*
- *Parents/carers/community groups*
- *Pupils/school council*
- *FET*

The plan was approved on: 27/11/2025

Date of Accessibility Plan: 25/11/25

Date for next Review: Autumn 2028

Senior Member of staff responsible for the Plan : Headteacher

Governors & Committees responsible: Local Academy Committee

**Governing Body is free to delegate the approval of this Plan to a committee of the governing body, an individual governor or the Head teacher.**

**LAMPS ACCESSIBILITY PLAN 2022 - 2025**

**IMPROVING THE CURRICULUM ACCESS AT LINDAL & MARTON PRIMARY SCHOOL**

Target	Strategy	Outcome	Timeframe	Achievement
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.	All staff attend twilight training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Ongoing	Children with ASD are successfully included in all aspects of school life.
All out-of-school and extra-curricular activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school and extra-curricular provision to ensure compliance with legislation	All out-of-school and extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Reviewed and planned and the start of each term	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Summer 2023	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to Access	Autumn 2024	Society will benefit by a more inclusive school and social environment
Review TA deployment	In review meetings with teaching assistants establish when they are available to support children each day that may be different to their current working hours.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities.	Reviewed Annually	Children who need individual adult support to participate in some activities have access to this support.

**LAMPS ACCESSIBILITY PLAN 2025 – 2028**

**IMPROVING THE PHYSICAL ACCESS AT LINDAL & MARTON SCHOOL**

An Asset Management Plan/Access Audit was carried out by FionaDoran / S Redfern in June 2025 and a number of recommendations made:

AMP or AA Report Ref. (if relevant)	Item	Activity	Timescale	Cost £	Responsibility
1	Corridor decoration	Colour contrast door frames, skirting boards, and walls	Summer 2025	£400	Headteacher/FET Site Team
2	Hall Re-decoration	Colour contrast door frames, skirting boards, and walls	Begin Summer 2025-28	£250	FET Site Team
3	Fire and emergency evacuation procedures to be in place for those with additional needs.	<ul style="list-style-type: none"> <li>▪ Need to regularly review the escape strategy, management controls and staff training needed as appropriate.</li> <li>▪ PEEPs to be developed for all pupils with additional needs including those with mobility difficulties and hearing/visual impairments.</li> <li>▪ General Emergency Evacuation Plans (GEEPs) to include any visitors with additional needs.</li> <li>▪ Sign to be displayed at reception informing visitors that a scheme of assisted evacuation can be offered.</li> </ul>	Ongoing from September 2025	-	
4	Improving the visual environment for pupils with visual impairments.	Incorporation of appropriate colour schemes when refurbishing areas around school – seek advice from SEN Service and relevant pupils on appropriate colour schemes.	Ongoing	tbc	

**LAMPS ACCESSIBILITY PLAN 2025 - 2028****IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT LINDAL & MARTON SCHOOL**

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA/Trust for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Autumn 1 2025	Delivery of school information to parents and the local community improved
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	School is more aware of the opinions of parents and acts on this.	Spring 2026	Parental opinion is surveyed and action taken appropriately.
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing & Visually Impaired Service on alternative formats and use of IT software to produce customised materials.	All school information available for all	Spring 2026	Delivery of school information to pupils & parents with visual difficulties improved.

