



Long Lawford Primary School

Accessibility Plan

Approved by the Resources committee: June 2012

Reviewed: January 15th 2014

Reviewed and updated June 2016

Introduction

The SEN and Disability Act 2001 extended **The Disability Discrimination Act 1995 (DDA)** to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

The Plan sets out the governor's proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

- to increase the extent to which disabled pupils can participate in the school curriculum;
- to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- to improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This Accessibility plan builds upon previous access arrangements that have been developed in consultation with the LA, staff and governors of the school and covers the period from September 2014 – September 2017. The school has just undergone works to expand its floor space to cater for more pupils with further works planned to start in October 2016.

We aim to:

- Encourage independence and confidence within a happy and stimulating environment.
- Foster a desire and keenness to learn.
- Instil a respect for the opinions and needs of others.
- Raise awareness of and celebrate cultural and religious diversity.
- Promote inclusive practice in all aspects of school life.
- Develop intellectual, physical and creative potential to the full.
- Create a partnership between home and school which seeks to support children's development and learning.
- Promote a healthy lifestyle and a respect for the environment.

Contextual Information

Parts of the school building and playground is accessible for a child in a wheelchair, thanks to the new extension that was finished in July 2015. This will be further improved when the next school extension is completed in August 2017. The new extension will provide specifically designed wheel chair access to the main entrance.

The Current Range of Disabilities within Long Lawford Primary School

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder and serious medical conditions with related susceptibility to infections. When children enter school with specific disabilities, the school contacts the relevant professionals for assessments, support and guidance for the school and parents.

- We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.
- Some children have allergies or food intolerances/cultural food choices.
- All medical information is collated and available to staff in the school office.
- We have competent First Aiders who hold current First Aid certificates.
- All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Including children with medical needs

In September 2014 a new duty will come into force for governing bodies to ensure arrangements are in place in school to support pupils with medical conditions. The guidance includes statutory and non-statutory advice under the Children and Families Act 2014. The statutory guidance applies to all maintained schools, academies and free schools. For children with SEN&D, this guidance should be read in conjunction with the new SEND Code of Practice.

Children and young people with medical conditions are entitled to a full education and have the same rights of admission to school as other children. This means that no child with a medical condition should be denied admission or prevented from taking up a place in school because arrangements for their medical condition have not been made. The governing body will ensure that arrangements are in place to ensure that such children can access and enjoy the same opportunities at school as any other child.

Although there is no requirement on teaching staff to administer medicines or undertake personal and health care procedures, the governing body will ensure there are arrangements in place, including ensuring sufficient members of support staff are appropriately trained to undertake these roles as part of their core job description.

Current Accessibility Arrangements:

Admissions

The Governors of Long Lawford Primary School support the Special Educational Needs and Disability Act (2001). The Governors are, therefore, committed to the principle of all children having equal rights of access, if this can reasonably be provided.

The admission of a child with Special Educational Needs to the School will be conditional upon:

- (a) The parents'/guardians' full disclosure to the School of the child's disability. Appropriate planning by the Federation, including requests for additional funding, are dependent upon the Schools having access to all the relevant information
- (b) Following the procedures which are set out in any school policies relating to Special Educational Needs e.g. Assessing Children's Educational Needs
- (c) The availability of appropriate facilities within the school. These include both physical facilities and reasonable curricular provision
- (d) Specific additional funding if required
- (e) Agreement about the stages for which entry is being offered. In particular, transition from Primary to Secondary will be dependent upon a review of the child's needs and the evaluation of any difficulties which the child may have in accessing an appropriate education
- (f) Acceptance by the parents/guardians that some educational opportunities, which take place off-site, may not be available. The above conditions will also apply, if a disability develops during the course of a child's education at Long Lawford Primary School

Access to Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below.

Building	Features
Main building	Wherever possible all teaching areas have either flat or ramped entrances and exits. However some fire doors have steps. EYFS outdoor provision areas have wide doorways and can be accessed by a ramped entrance. There is the provision of a disabled toilet. Corridors and doors are wide enough for wheel chairs to be used. Doors have low fitted handles.

	The majority of doors have vision panels.
Hall	Main entrance is available by a ramp allowing for easy wheel chair access. Fire doors open onto a balcony and have steps down to the outside. All people in wheelchairs would access via the main fire exit. Access to Kitchen Servery is clear and suitable for wheel chair bound pupils.
Playground	Available for all pupils. Access is available without the need to use steps.
Field Area	Available for all pupils.

Evacuation Procedures

The schools **Fire and Evacuation Policy** lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Education Plan for the pupil.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

As a mainstream primary school, we cannot replicate the range of support and resources that a special school can provide. However, the school has successfully supported pupils with a range of disabilities. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEN Policy and guidelines on Assessing Children who may have Special Educational Needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Individual Education Plan (IEP) for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) advisory teachers
- Technological enhancements – netbook, tablet etc
- Adaptation of teaching materials

The School's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's SENCO teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests (i.e. Key Stage tests) or national qualifications.

The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with disabilities will be given as required.

Informal Curriculum

Pupils at Long Lawford Primary School have always been able to participate fully in the wide range of activities offered beyond the teaching areas consistent with the limitations imposed by any disability. This has included

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Individual Educational Plan or Coordinated Support Plan.

The suitability of any event and the need for additional support is discussed fully with parents in advance.

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision in consultation with appropriate agencies.

Source Materials for the new plan:

The priorities of the plan have been identified using a number of sources including:

- End of Key Stage results
- Pupil questionnaires
- Parent Consultations
- Multi-agency meetings

- Health and Safety Inspections
- Service Reports

It has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

Other important plans are contained and considered within this plan. They are:

- Equal opportunities
- Health & Safety Policy
- Race Equality Policy
- Gender Equality Policy
- Emergency Evacuation Procedures
- Special Educational Needs/ Inclusion Policy
- Behaviour Management and Positive Handling Policy
- Admissions Policy
- School Prospectus

Action Plans

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below are 3 Action Plans which show how the school will address the priorities identified in the plan.

Action Plan 1: Increasing Physical Access to and within the school.				
TARGET	STRATEGIES	OUTCOME	TIME SCALE	GOALS ACHIEVED
To enable easier access to main building at Long Lawford Primary School	To improve wheelchair access to school	Ramped entrance to main school building	September 2015	Not currently will be achieved once new school extension complete in October 2017
To improve facilities for Disabled visitors to school.	To investigate location of a disabled toilet in main school building	Dependent upon cost effectiveness new disabled toilet is in place in main building	September 2014	With previous school expansion – disabled toilet access was improved and will be improved again with new extension.
Action Plan 2: Improving Curriculum Access				
TARGET	STRATEGIES	OUTCOME	TIME SCALE	GOALS ACHIEVED
Provide training for teachers / TA's on differentiating the curriculum for disabled students.	Undertake an audit of staff training requirements Maintain up-to-	All teachers/ TA's are able to more fully meet the requirements of disabled children's needs with regards to accessing the	Ongoing	Done on a regular basis – updates needed on ASD and ADHD

	date CCPD grid outlining related courses.	curriculum.		
Plan extra-curricular and out of school activities to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation	Activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Ongoing review of clubs ensure that they are accessible to all.
Action Plan 3: Improving Written Information and signage				
TARGET	STRATEGIES	OUTCOME	TIME SCALE	GOALS ACHIEVED
Make available school prospectus, 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 (e.g. larger text, different languages etc)	All school information available for all.	As required	Now have a free school app which is proving a very popular and effective way of communicating. App contains a translation device.
Signs clear and helpful to all users	Improve signage for all both internally and externally.	Signs in and around school give clear guidance to all children, staff and visitors	As soon as possible.	New signage will be required when new school extension complete in October 2017
To develop emergency exit procedures	Review provision in light of disabled students – i.e. think about positioning of teaching group and accessibility when organising class groups.	Procedures in place and conforming to current H&S policies and procedures	As above	Done as part of transition arrangements in June / July each year.

Management of the Plan

- The Resources committee will be responsible for the strategic direction of the School's Accessibility Plan.
- This committee will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Head teacher, school office manager and the Special Needs Co-ordinator will be responsible for the plans day to day implementation.

Progress of the Plan's Priorities will be reported:

- to the Full Governing Body at least once per year.
- in the School Prospectus
- on the School website
- Parents/ Carers may request a copy of the Accessibility Policy/ Plan from the School Office.

Signed _____ Chair of Governors

Signed _____ Head teacher

Dated _____