

St Lawrence C of E Primary School Accessibility Plan

Here at St Lawrence C of E Primary School, 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 to enable them to *'soar on wings like eagles.'*

The Equality Act 2010 has three key duties towards disabled pupils:

- Not to treat disabled pupils less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils

Areas of planning responsibilities

This plan sets out the proposals, over time, to increase the accessibility of provision for all pupils, staff and visitors to school. The Accessibility Plan will contain relevant action to:

- Increase the extent to which disabled pupils can participate in the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)

- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education)
- Improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)

What do we classify as a disability?

A person has a disability if she or he has a physical or mental impairment in carrying out normal day to day activities. The agreed definition of disability, supported by the Disability Rights Commission, is:

“adverse effect on their ability to carry out day to day activities. It covers physical or mental impairments, which includes sensory impairments such as those affecting sight or hearing. The term mental impairment is intended to cover a wide range of impairments relating to mental function, including what are often known as learning” (From the Disability Equality Guidance document)

Under the Special Educational Needs and Disability (SEND) Code of Practice, ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It is a requirement that the School’s Accessibility Plan is resourced, implemented and reviewed as necessary. Below is an action plan showing the priorities identified in the plan. 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.

Increasing access to and participation within the school curriculum

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Objectives	Action	Who	Resources	Timescale	Monitored by
The SEND Code of practice fully embedded to ensure access to the whole curriculum for all pupils.	Reinforce responsibilities of all teachers as outlined in Teacher Standards; discussions, pupil voice, moderation of children's learning to confirm this is routinely part of life of the school.	All staff	CPD	Ongoing	SENCO/SLT/Head
Training for staff in the identification of and teaching children with a range of disabilities or specific learning difficulties.	All staff attend appropriate training. Ongoing guidance from external agencies (SALT, SEND Supported, Compass etc.) Staff work alongside SENDCo to make relevant referrals.	All staff	CPD	Ongoing	SENCO/SLT/Head
Ensure quality first teaching meets the needs of all children	Focused teacher planning informed by assessment of individual pupil needs. Effective adaptive teaching strategies.	All staff		Ongoing	SENCO/SLT/Head

through adaptive teaching.	Intervention and consolidation provided promptly where necessary. Targets are set effectively and are appropriate for pupils with additional needs				
Adaptations to the curriculum to meet the needs of individual learners.	Use of Pastoral support, Timetable adaptations, Individual interventions / programmes Use of access arrangements for assessments / SATs	All staff		Ongoing	SENCO/SLT/Head
Ensure all children on SEND register have a Learning Action Plan which is shared with all staff working with pupil.	Learning Action Plans are reviewed termly. SENDCo to monitor.	All staff		Termly	SENCO
All extra-curricular activities are planned to ensure, where reasonable; they are accessible to all children	Review all out-of-school provision to ensure compliance with legislation. SENDCo to monitor SEND register and attendance to clubs.	All staff		Ongoing	SENCO/SLT/Head
Ensure that all pupils are able to access instructions/information during all aspects of school life.	Observations of children with additional needs. Conversations with children and parents. Planning and design of classrooms with these children in mind. Inclusive environments with visuals when needed to reinforce learning	All staff		Ongoing	SENCO/Head
To ensure all educational visits, activities and residential trips are accessible to all pupils	Ensure risk assessments include reasonable adjustments. Ensure staffing is available to provide appropriate levels of support	Head/All staff		Ongoing	Head

Audit the representation of people with disabilities in books, the environment & teaching materials	Ensure range of diversity books being used with a focus on those with a range of disabilities.	English Lead	Time		SLT/Head
Effective communications with nurseries and schools to provide a quality transition	To identify pupils who may need additional to or different provision for the September and mid-year intake. EYs SENCO to communicate with other settings.	Maria	Time	Ongoing	SENCO/Head
To ensure that the medical needs of all pupils are met fully within the capability of the school	To liaise with external agencies, parents. Make relevant referrals to external agencies. To identify training needs.	All staff		Ongoing	Head
Appropriate use of specialised equipment to benefit individual pupils and staff	Ipads/laptops available to support children with difficulties, Sloping boards for children with physical disabilities, Coloured overlays for children with visual difficulties or dyslexia, Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment	All staff		Ongoing	SENCO/SLT/Head

Improving access to the physical environment of the school

Objectives	Action	Who	Resources	Timescale	Monitored by
Maintain safe access around exterior of school	Ensure that pathways inside and outside are kept clear. Make sure paths are accessible and free from ice/snow. Ensure flooring, furniture and layout enables safe access for all	All staff/Caretaker	Time	Ongoing	Head
To be aware of the access needs of any disabled child, staff, governor, parent or carer	Annual reminder to parents/carers via school newsletter to inform school if they or their child have any problems with accessing areas of the school site	Office		Annually	Head
Personal hygiene and medical issues are dealt with paying full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those	Clear plans, identifying where children will take medication/ toileting. Care plans for children with medical and toileting needs.	All staff		Ongoing	Head

requiring support with toileting.					
Continue to ensure all disabled pupils/ staff/visitors can be safely evacuated.	Personal Emergency Evacuation Plan (PEEP) for all pupils/staff with difficulties is in place. Ensure all staff are aware of their responsibilities. Review evacuation procedure and organise regular drills.	All staff	Time	Ongoing	Head/SENCO
Ensure accessibility of access to IT equipment including support for hearing impaired where required.	Alternative equipment in place to ensure access to learning. Advice from external agencies regarding information to the hearing/ visually-impaired.	All staff	Resources needed for specific children.	Ongoing	SENCO/Head
All fire escape routes are suitable for all and incorporates appropriate capacity for disabled pupils	Make sure all escape routes are clutter free and suitable for all pupils. Evacuation signage is visible to all.	All staff		Ongoing	Head/Caretaker

Improving the delivery of information

Objectives	Action	Who	Resources	Timescale	Monitored by
Availability of written material in alternative/adapted formats	All staff and parents aware of a range of alternative formats.	Office	Time	Ongoing	Head
Children with Visual Impairment are able to access classroom resources.	Liaise with the relevant agencies to identify the equipment/modifications that are required.	Class Teachers		Ongoing	SENCO
Information is presented to groups in a way which is user friendly or suitable for people with disabilities.	Staff organise written materials with cognitive load taken into consideration.	All staff		Ongoing	Head/SENCO
Survey parents/ carers as to the quality of communication to seek their opinions as to how to improve	Parent survey used to collect parent views at regular intervals.	Office	Time	Ongoing	Head

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