



# ACCESSIBILITY PLAN

Committee Responsible	Local Governing Body
Lead Member	Headteacher
Approved by	Board of Trustees
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This plan should be read in conjunction with the following school policies:

- Culture for Learning (Behaviour) Policy
- Anti-bullying Policy
- Supporting Pupils with Medical Needs
- SEND Policy

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## **“Be the Change”**

**Compassion, Honesty, Aspiration, Nature, Generosity, Equality**

### **Policy Outline**

#### **Vision:**

Lakelands Primary School pupils will be motivated learners with a sense of pride and strive to do their very best, whatever their background or starting points. Each child has an individual personality and our dedicated staff will help to develop their confidence and self-esteem. Pupils will know about the importance of community and the values that underpin this; mutual respect, positive relationships and helping others. They will be responsible global citizens, equipped with the knowledge and skills to be forces of positive change in the world. They will leave our school in Year 6 ready for their next step, confident and compassionate members of society.

Lakelands Primary School wants all children to enjoy school and to be challenged to achieve their very best. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

#### **Introduction**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

#### **Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

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

What are Special Educational Needs and Disability (SEND)?

At Lakelands Primary School, we use the definition for disability from the SEND Code of Practice (2014). This states:

*Disability: "Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer."*

#### **Purpose of Plan**

This plan shows how Lakelands Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

### Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the SEND policy. The School recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

### Areas of planning responsibilities

#### Education and related activities

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits). 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. The school will source books where all children and their families are represented, including those with disabilities.

#### Physical environment

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education). The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

#### Provision of information

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. 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.

### Contextual Information

Lakelands Primary School will open in September 2020. The school was constructed with accessibility at the forefront of planning. Accessibility is excellent.

The front door to the school is on a locking intercom system to safeguard staff and pupils from visitors. The height of the intercom system is accessible for a wheelchair user on entry to the school as is the exit button to leave. The school has a number of disabled parking spaces.

All floors and all rooms are wheelchair accessible. The floors are completely flush in each building and on every level. The school is equipped with a lift. Emergency exits are suitable for wheelchairs.

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Wheelchair access to the school field and playground are through the same doors as non-wheelchair access. The width and floor levels comfortably accommodate wheelchairs. The fire assembly point is completely accessible.

### Current range of known disabilities

- At present the school has no wheelchair dependent pupils, parents or members of staff, however on occasions visitors to the school are wheelchair users.
- The school has children with a range of disabilities which include moderate and specific learning and physical disabilities.
- The school has a small number of parents who have hearing impairments.

### Action Plan

1. Lakelands Primary School is 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.
2. Lakelands Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions 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; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in co-curricular 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 access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
  - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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.
3. Below are specific Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis.
4. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to

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undertake some of the works during the life of this 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 three-year plan period in order to inform the development of the new Plan for the following period.

6. The Trust's complaints procedure covers the Accessibility Plan.
7. The Plan will be monitored by the Governors.
8. The Plan will be monitored by Ofsted as part of their inspection cycle.

**Increasing access for disabled pupils to the school curriculum.**

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

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

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	On-going and as required	Headteacher	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	Headteacher	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	Headteacher	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	ICT co-ordinator	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	Headteacher/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE co-ordinator	All to have access to PE and be able to excel

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### Improving access to the physical environment of the school

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.

The school's Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Headteacher	Buildings are usable by all
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the ONE PLAN process when required Be aware of staff, governors and parents access needs and meet as appropriate Through questions and discussions find out the access needs of parents/carers through newsletter Consider access needs during recruitment process Ensure staff aware of Environment Access Standard	As required Induction and on-going if required Annually Recruitment process	Headteacher	ONE PLAN in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	Headteacher	All disabled pupils and staff working alongside are safe in the event of a fire
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access Egress routes visual check	On-going and as required and as appropriate Weekly	Caretaker	All disabled staff, pupils and visitors able to have safe independent egress
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required as required	ICT Co-ordinator	Hardware and software available to meet the needs of children as appropriate

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### Improving the delivery of written information to disabled pupils

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

In planning to make written information available to disabled pupils, we again need to establish the current level of need and be able to respond to changes in the range of need.

The school will need to identify agencies and sources of such materials to be able to make the provision when required.

The school's ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired. Information meetings for parents with crèche facilities for siblings SLT at the gate every day to talk to parents Parent forum meetings SLT attends Friends Association meetings	During induction On-going Current	Headteacher/ School Office/ Website design team	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Ensure the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly ONE PLAN review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications
Provide information in other languages for pupils or prospective pupils who may have English as a Second language or hearing / visual impairments	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website. Greater use of email to communicate with all parents allowing recipient to display such communications as they prefer or need.	2020	Office	All can access information about the school Good communication between home and school.