

Lanesend Primary
Accessibility Plan 2019 – 2022

Accessibility policy and Accessibility Plan

Lanesend Primary School aims to treat all stakeholders, including children, prospective children, staff, Trustees and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled children, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled children. As part of the school's continued communication with families and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

The Accessibility Plan will contain relevant actions to:

Improve awareness of **Equality and Inclusion**

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

Increase access to **the curriculum** for children with a disability, expanding the curriculum as necessary to ensure that children with a disability are as equally prepared for life as are the able-bodied children. If school fails to do this they are in breach of the Equality Act 2010. 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 children in accessing the curriculum

Improve the delivery of **written information** to children, staff, families 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.

The Purpose of the Plan

The purpose of this plan is to show how Lanesend Primary School intends, over time, to increase the accessibility of our school for disabled children. Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that "schools cannot unlawfully discriminate against children because of sex, race, disability, religion or

belief and sexual orientation. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Trustees. The review process can be delegated to a commissioning group.

Definition of Disability

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 will the Accessibility plan do?

1. The Accessibility Plan is structured to complement and support the school's Equality and Diversity Policy and the AEN Policy, both of which can be accessed via our website.
2. Lanesend Primary School is committed to providing an environment that enables full curriculum access that values and includes all children, staff, families and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
3. The Lanesend Primary School Accessibility Plan shows how access is to be improved for disabled children, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:
 - Increase access to the curriculum for children with a disability, expanding the curriculum as necessary to ensure that children with a disability are as prepared for life as are the able-bodied children. This encompasses 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 or auxiliary aids and equipment, which may assist these children in accessing the curriculum within a reasonable timeframe.
 - Improve and maintain 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 within a reasonable timeframe.
 - Improve the delivery of written information to children, staff, families 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 timeframe.
4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and Trustees to comply fully with the Equality Act 2010.
5. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Behaviour Policy,
 - Equality and Diversity Policy

- Health & Safety Policy,
 - AEN Policy
 - School Improvement Plan
6. The Accessibility Plan will be published on the school website.
7. The Accessibility Plan will be monitored through Trustees and commissioning groups.

At Lanesend Primary we will endeavour to include all children in all activities both in and out of school where deemed appropriate to the child's abilities and beliefs, and where their safety is ensured at all times.

Access to the Physical Environment

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
<p>To be aware of the access needs of disabled children, staff, Trustees and families</p> <p>To ensure the school staff and Trustees are aware of access issues</p>	<p>a) to create access plans for individual disabled children as part of their Personal Plans and/or Health Care Plans</p> <p>b) to ensure staff and Trustees can access areas of school used for meetings</p> <p>c) Annual reminder to families to let us know if they have problems with access to areas of school.</p> <p>d) circulate information to relevant staff on Access to Work scheme</p> <p>e) Staff to share AEN risk assessment information with volunteers and support staff to ensure continuity of care for the children</p>	<p>As required</p> <p>Ongoing</p> <p>Ongoing process</p> <p>In place</p> <p>Risk assessments for children with specific access issues in place</p>	<p>SENCO / Class teacher / Inclusion Officer / AEN Assistant</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher / H&S consultant</p> <p>Inclusion Lead Class teacher</p>	<p>Personal Plans/Health Care Plans/Risk Assessments are in place for disabled children, and all staff are aware of children' needs. AEN passports in place for all SEN children</p> <p>All staff & Trustees are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met. Families have full access to all areas of school.</p> <p>Access to Work Information in Staff Handbook.</p> <p>Volunteers are aware of needs of AEN children at all times</p>
<p>To ensure everyone has access to Front Office</p>	<p>a) ensure that nothing is preventing wheelchair access</p> <p>b) check the outer door is wide enough for a wheelchair</p>	<p>Daily check to ensure the area in clear of obstructions</p>	<p>Site Manager</p> <p>Office staff</p>	<p>Disabled families and visitors feel welcome</p>

	<p>c) provision of appropriate seating</p> <p>d) Provide a buzzer and intercom on the outside so that wheelchair users can get the attention of staff in the office.</p>	<p>Seating in place</p> <p>Complete</p>	<p>Headteacher</p> <p>Site Manager</p>	<p>Visitors can sit down if waiting in front office.</p> <p>Wheelchair users aren't waiting because staff sitting in the office can't see them.</p>
<p>To maintain safe access for visually impaired people.</p>	<p>Check condition of pathing and that there is differentiation between different surfaces.</p> <p>Check exterior lighting is working on a regular basis</p>	<p>Ongoing checks</p> <p>As needed</p>	<p>Site Manager</p>	<p>Visually impaired people feel safe in school grounds.</p>
<p>To ensure all disabled people can be safely evacuated.</p>	<p>a) Ensure there is a personal emergency evacuation plan for all disabled children.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the AEN Risk Assessment information</p>	<p>Ongoing checks</p>	<p>Inclusion Team and Site Manager</p> <p>Headteacher to remind staff</p>	<p>All disabled children and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily.</p>
<p>To provide hearing loops in classrooms to support children with a hearing impairment.</p>	<p>Take advice on appropriate equipment if this becomes necessary. Cost to be requested from High Needs Funding.</p>	<p>As required</p>	<p>Headteacher</p>	<p>All children have access to the curriculum.</p>
<p>To ensure there are enough fire exits around school that are suitable for people with</p>	<p>Ensure staff are aware of the need to keep fire exits clear.</p>	<p>Daily</p>	<p>All staff/Headteacher</p>	<p>All disabled personnel and children have safe independent exits from</p>

a disability.				school and all exits are appropriate.
Improve the physical school environment.	The school will take account the needs of children with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	Ongoing	Headteacher Trustees Site Manager	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.

Access to the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To liaise with pre-school providers to prepare for the new intake of children into Reception each year.	To identify children who may need adapted or additional provision.	Annually	EYFS Lead EYFS Team Inclusion Team Headteacher	Provision set in place ready for when the children start school.
To liaise with educational establishments to prepare for the intake of new children who transfer within year.	To identify children who may need adapted or additional provision.	Ongoing	Inclusion Team and Family Team Headteacher	Provision set in place ready for when the children start school.
To review policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010	Ongoing	Trustees and Headteacher	All policies clearly reflect inclusive practice and procedure
To establish and maintain close liaison with families.	To ensure collaboration and information sharing between school and families.	Ongoing	Inclusion Team and Family Team Headteacher Progression Team	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews

			Teachers	and action planning.
To establish and maintain close liaison with outside agencies for children with additional needs.	To ensure collaboration between all key personnel.	Ongoing	Inclusion Team and Family Team Headteacher Progression Team Teachers Outside Professionals	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning.
To ensure staff have specific training on disability issues.	Identify training needs at regular meetings	Ongoing	Inclusion Team and Family Team Headteacher	Raised confidence of support staff.
To ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access.	Set up a system of Personal Plans/Health Care Plans/Risk Assessments for disabled children when appropriate. Share information with all agencies involved with each child	In place	Inclusion Team	All staff are aware of individual's needs.
To ensure all school visits and trips are accessible to all children.	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	Inclusion Team Teachers	All children are able to access all school trips and take part in a range of activities.
To review PE curriculum to ensure PE is accessible to all children.	Review PE curriculum to include disability sports	Ongoing	Inclusion Team & PE Lead	All children have access to PE and are able to excel. Child's LSA will be there all the time
To review curriculum areas and planning to include disability issues.	Include specific reference to disability equality in all curriculum reviews	In place	Inclusion Team Headteacher	Gradual introduction of disability issues into all curriculum areas.
To ensure disabled children can take part equally in lunchtime and after school activities.	Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available – especially after school.	As required	All staff/Headteacher	Disabled children feel able to participate equally in out of school activities.
To continue to develop links with a special school.	Medina House – Julie Ferris is our link person. Further support is available if required.	Ongoing	SENCO / Headteacher	Increased understanding of the opportunities available to the children

Religious Beliefs. To ensure all children have access to the curriculum and events to support their beliefs.	Plan group work to ensure value and inclusion reflective of the child's beliefs.	Ongoing	RE Lead	All staff aware of individuals beliefs and ensure inclusivity in all activities throughout the school year.
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Access to Information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To put in place signage around school in other languages when requested.	Plans for a welcome on t.v. in front office in a variety of languages.	Annually	Headteacher Office Team	All people feel they are welcome in school.
To enable improved access to written information for children, families and visitors.	Create and offer information in alternative formats Access arrangements are considered and put into place for statutory testing	Annually	Headteacher Office Team Teachers Inclusion and Family Team	Evidence that appropriate considerations and reasonable adjustments have been made
Ensure that reasonable adjustments are made for families with a disability, medical condition or other access needs so as they can fully support their child's education .	Adopt a proactive approach to identifying the access requirements of families and make reasonable adjustments where possible	Annually	Headteacher Office Team	Evidence that appropriate considerations and reasonable adjustments have been made, so that families can fully support their children in their education.