

Lanesend Primary
Accessibility Plan 2018 – 2021

Access to the Physical Environment

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

	<p>b) check the outer door is wide enough for a wheelchair</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>Office staff</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>

To ensure there are enough fire exits around school that are suitable for people with a disability.	Ensure staff are aware of the need to keep fire exits clear.	Daily	All staff/Headteacher	All disabled personnel and children have safe independent exits from school and all exits are appropriate.
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Access to the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To ensure support 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.

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.	Autumn 2018	Headteacher Office Team	All people feel they are welcome in school.
To ensure an inclusive discussion of access to information in all Pupil Progress Meetings.	Ask families about preferred formats for accessing information eg braille, other languages. Families may request translation.	Annually	Headteacher	Staff more aware of preferred methods of communication, and families feel included. School website is accessible to all.

Lanesend Primary

Accessibility Plan 2018 - 2021

Here at Lanesend Primary we are aware that we have a general duty under the Equality Act 2010 to:

Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act

Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it

Foster good relations between persons who share a protected characteristic and persons who do not share it

With this in mind this Accessibility Plan has been drawn up to show our commitment to providing a fully accessible environment which values and includes all children, staff, families and visitors regardless of their age, 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.

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.

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.