



Accessibility Plan

Leadgate Primary School

Leadgate Primary School Accessibility Plan – 2019 to 2021

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1. Vision Statement:

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 is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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 Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Leadgate Primary School the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At Leadgate Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Leadgate Primary School is committed to providing an environment that enables full curriculum access that 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 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.

Leadgate Primary School Accessibility Plan shows how access is to be improved for disabled pupils, 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 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 their duties under the Equalities 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 schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils 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 pupils, staff, parents 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.

2) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Equality Policy
- Health & Safety Policy
- School Brochure
- School Improvement Plan
- Special Educational Needs Policy

3) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior

to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

4) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

5) The Accessibility Plan will be published on the school website.

6) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

7) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

8) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- **Increase access to the curriculum for pupils with a disability,**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to pupils,**

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. The school building is accessible through all doors for all pupils and parents with any disabilities.

Curriculum

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The school is a single story building with several access points from outside. The main entrance is suitable for wheelchairs and the doors accommodate the width of any chairs. The external classroom doors are only accessible for children on a morning and after break times. All visitors must report to reception.

On-site car parking for staff and visitor is located at the Lower School Site behind the school gates and at Upper School Site to the rear of the school building, although parking is limited on both sites. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, one in the Foundation Stage, one outside the Hall at the end of the corridor and one within the Year 5 toilet block at Upper Site. All these are fitted with a handrail and a pull emergency cord..

The school has internal emergency signage and escape routes are clearly marked, **this includes refuge areas for wheelchair users.**

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

6. Action Plan

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To liaise with Nursery providers to review potential intake for Sept and again in January	To identify pupils who may need additional to or different from provision for Sept / jan Intake	Sept / Jan annually	HT EYFS teacher	Procedures/equipment / ideas set in place by that Sept
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010 to comply with Children and Family Act 2014	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	HT All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on going health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing Annual Asthma / Epi Pen Training for all staff	HT TAs Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all	Outside Play visits; Employment of specialist advisory teachers; CPD for	Ongoing	Teachers	Advice taken and strategies evident in

	children.	staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy • Use of Top up funding to provide 1: 1 support provision 		SENCO Special school Ed Psych	classroom practice. ASD children supported and accessing curriculum.
MEDIUM TERM	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To finely review attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENCO	Progress made towards IEP targets Provision mapping shows clear steps and progress made
	To monitor attainment of Able, G & T pupils	Policy and Able G&T list to be updated Able G&T booster groups/activities Monitor Able G&T list	Ongoing Annually	Able G&T co-ordinator Class teachers	Able G&T children making proportionate progress. Achieving above average results

	<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. • Language assessment work and intervention programs. 	Ongoing	Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To evaluate and review the above short and long term targets annually	See above	Annually	SMT, Core curriculum co-ordinators Governors	All children making good progress.
	To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Annually Termly SEN Governor / SENCO meetings	SENCO SMT/SEN Governor	Governors fully informed about SEN provision and progress

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors 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, and more accessible facilities and fittings. ASD friendly classrooms	Ongoing	SMT	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
	Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of SEN graduated approach. • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and 	SEN cycle	Teaching and non-teaching staff	Enabling needs to be met where possible.

		<p>ensure they are met in all events.</p> <ul style="list-style-type: none"> • Child centered review process. 			
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	<p>To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.</p> <p>Medical Management Training Administering Medication Training</p>	Feb 2017	<p>Head Teacher</p> <p>SBM</p> <p>Occupational health</p>	
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled to drop off & collect children • Arrange interpreters from the RNID to communicate with deaf parents • offer a telephone call to explain letters home for some parents who need this 	With immediate effect to be constantly reviewed	<p>Whole school team</p> <p>With immediate effect to be constantly reviewed</p>	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To improve community links	School to continue to have strong links with Consett Academy/ other secondary schools and share information for transition.	Ongoing	SMT SENCO All staff	Improved awareness of disabilities/the wider community of Bolton and the world and their needs Improved community cohesion

Aim 3: To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Hold 3x review meetings each year with parents by SENCO.	Regular communication with parents Chasing up non-attenders regularly.	Ongoing	SENCO SMT	Two way communication in place.
	Parents access via email / newsletter / school phone system / Questionnaires	Added onto meeting agenda. School newsletter with information for feedback.	Ongoing	All staff to be aware	
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM	To manage transition between KS1 and KS2	Information collected about new children. <ul style="list-style-type: none"> • Records passed up to each class teacher. • End of year class teacher 	Annually	Class teachers SENCOs Outside agencies	Each teacher/staff member aware of disabilities of children in their classes

		meetings <ul style="list-style-type: none"> • Annual reviews • SEN meetings • Medical forms updated annually for all children • Personal health plans • Significant health problems – children’s photos displayed on staffroom notice board / info kept in separate file in staffroom 		SMT Office staff	
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	In school record system to be reviewed and improved where necessary between KS1 and KS2.	Record keeping system to be reviewed.	Continual review and improvement	Assessment Co-ordinator/SMT	Effective communication of information about disabilities throughout school.