

# Accessibility policy and plan

## Lady Bay Primary School



Approved by: [Name]

Date: [Date]

Last reviewed on: April 2020

Next review due by: April 2023

## **Accessibility Policy and Accessibility Plan**

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Lady Bay Primary School aims to treat all stakeholders, including pupils, prospective pupils, parents, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at disadvantage. The school aims to work closely with pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning which could place them at a disadvantage, thus allowing 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 its planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders, we continually monitor and look for ways to improve accessibility.

### **The purpose of an Accessibility Plan**

The purpose of the Accessibility plan is to show how Lady Bay Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Under the Equality Act 2010, all schools are required to 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 pupils because of sex, race, disability, religion or belief and sexual orientation.”

The Accessibility Plan is listed as a statutory document in the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years (or more frequently if required) and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head Teacher.

### **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 day-to-day activities.

### **What will an Accessibility plan do?**

1. An Accessibility Plan is structured to complement and support the school's Equality and Diversity Policy and the SEND Policy, both of which can be accessed via our website.
2. Lady Bay Primary School is committed to providing an environment that enables full curriculum access and values and includes all pupils, staff, parents and members of the school community, 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 Lady Bay Primary School Accessibility Plan shows how we plan to improve access for disabled pupils, staff and visitors to the school within a given timeframe and anticipates 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 have equal preparation for life and for continuing education. This encompasses teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure, cultural activities , school visits and residential trips. 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 changes and 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.**

4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors 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,
- SEND Policy
- School Improvement Plan

6. The Accessibility Plan will be published on the school website.

7. The Accessibility Plan will be monitored through Governing Body committees and reported to the Full Governing Body.

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

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### Accessibility Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. Feedback from consultation with parents indicated in green.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Ongoing identification of pupils who may need additional support, reasonable adjustments or specialist resources (including liaison with pre-school providers and parents prior to school entry).</p> <p>Teachers differentiate the curriculum to meet the needs of all pupils. Provision maps are in place which identify personalised provision for pupils identified as having SEND.</p> <p>Curriculum progress is tracked for all pupils. A small steps tracker is in place for pupils with SEND.</p> <p>Resources are tailored to meet the needs of pupils who require support to access the curriculum.</p> <p>TA support is provided for pupils to access lunchtime activities.</p>	<p>Ensure that curriculum planning at all age phases continues to provides access for all pupils, including those with SEND</p> <p>Ensure that teachers are confident in developing and maintaining provision maps</p>	<p>Curriculum review to take into account needs of pupils with SEND at all phases. Medium term planning to include activities appropriate to all pupils. <span style="color: green;">Review resources to ensure access for SEN pupils (eg dyslexia friendly, use of IT). Incorporate opportunities for building on strengths of pupils with SEN.</span></p> <p>SENCO to monitor provision maps and support staff in writing. Half termly staff meetings dedicated to provision mapping</p>	<p>DHT, class teachers, SENCO</p> <p>SENCO</p>	<p>Dec 2020</p> <p>Ongoing</p>	<p>Revised curriculum is accessible to all pupils</p> <p>Provision maps provide details of targets and interventions for identified pupils with SEND and are regularly reviewed and updated</p>



			assessments to be carried out as required			
		Ensure that PE opportunities (including Sports Day), are fully inclusive for pupils with SEND	Investigate training opportunities for inclusive PE. Review format of Sports Day to ensure that it meets the needs of all pupils	SENCO and PE co-ordinator	Dec 2020	PE opportunities are inclusive of pupils with SEN
Improve and maintain access to the physical environment	<p>Classrooms and shared spaces are on one level</p> <p>There are currently no pupils who use a wheelchair. TAs provide support to specific pupils who need help with using entrance steps.</p> <p>Temporary ramps are available for use at the entrance steps for visitors to school as required.</p> <p>Specific arrangements are in place at Lower school for a pupil who requires intimate personal care</p> <p>EYFS buildings are to be replaced to improve accommodation at this phase</p>	Ensure that access requirements of parents/carers are being met	<p>Letter to parents inviting input to accessibility plan. Action required to be added to accessibility plan. Advice to be sought as required.</p> <p>Look at ways of providing alternative low arousal eating space for identified pupils</p> <p>Monitor learning environments and identify ways of improving for identified pupils eg area free of distractions; access to ear defenders, fidget objects</p>	SENCO/SEN governor in consultation with Headteacher/School Business Manager/ Site Manager	<p>April 2020</p> <p>Oct 2020</p> <p>Dec 2020</p>	Improved information on access requirements of parents/carers leading to reasonable adjustments being made
Improve the delivery of information to pupils and parents/carers with a disability	<p>A range of communication methods are used to ensure information is accessible to pupils eg Makaton.</p> <p>Information is communicated to parents via email, text, letter,</p>	Ensure documentation is accessible to all parents/carers	Consult with parents, pupils and staff on needs regarding accessibility of information. Review documentation and seek	SENCO	April 2020 and ongoing	Improved information on communication requirements of pupils/parents/carers leading to reasonable adjustments being

	phone calls, website		<p>advice as required.</p> <p>Provide summary of topics at start of each term.</p> <p>Regularly review SEN information on website and update links (eg local offer)</p> <p>Parent forum/support group</p>	<p>Class teachers</p> <p>SENCO</p> <p>SENCO</p>		made
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