

Ilketchall St Lawrence Primary School



Accessibility Plan

Date: November 2019

Review Date: November 2020

Introduction

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.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Below is a set of action plans showing how the school will address the priorities identified in the plan.

The purpose and direction of the school's plan: vision and values

The aim of this policy is to set out the commitment of the Governing Body of Ilketshall St Lawrence Primary School to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all pupils, staff, parents and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively. Ilketshall St Lawrence Primary School provides teaching which meets National Curriculum and other statutory requirements. The school has regard to the Code of Practice when meeting pupils Special Educational Needs, including a range of disabilities and makes its policy known to parents. Provision determined in Statements of Educational Need is made for those pupils who have them.

We believe there is an explicit link between inclusion and equal opportunities. This does not mean treating all pupils in the same way; rather it involves taking account of pupils varied life experiences and needs.

Ilketshall St Lawrence Primary School has high ambitions for all its pupils; we expect pupils with disability to participate and achieve in every aspect of school life. As such, we are committed to:

- setting suitable learning challenges
- responding to pupils diverse needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Ilketshall St Lawrence Primary School promotes the individuality of all our children, irrespective of differences such as ethnicity, attainment, age, disability, gender, sexual orientation, background or any other difference. We want all our children to feel welcome; we celebrate differences between them. We want to give 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. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

ACCESSIBILITY PLAN SCHOOL NAME: Iketshall St Lawrence DATE: November 2019-20

Access to Premises/Physical Environment

Iketshall St Lawrence Primary provision overall is good (Ofsted, 2013)

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. Our self-review and improvement planning process is the vehicle for considering such needs on an annual basis. To meet individual, specific needs, provision will be adapted when a pupil's needs are known. Building work in the past has ensured that the school is accessible. We continue to consult with specialist teachers, advisors and other agencies when considering the purchase of specialist equipment or investment in building works.

Target	Tasks	Timescale	Success Criteria	Responsibility	Outcome/Review Evaluation
Access to Premises/Physical Environment					
Ensure all monitoring and actions are scrutinised and challenged by the Governing body.	To evaluate and review this plan and the attainment and progress of all pupils.	Termly, with full review and update in Spring term annually	Governors fully informed about provision and progress towards the Accessibility plan.	Headteacher, SENCO, Governing body – particularly Health and Safety Governor	
Physical environment of the school remains attractive and engaging for all.	The school will take into 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 premise such as improved access, lighting and colour schemes.	On -going	Enabling needs to be met where possible	HT	
Visually stimulating environment for all children	Colourful, lively displays in the classroom, with greater focus on practical learning	On - going	Monitoring at least shows all aspects are at least good, with few essential actions: learning environment walks, physical environment checks	Teachers Teaching Assistants	

Awareness of access needs of pupils, staff, governors, parents and visitors with disabilities	Create access plans for individual disabled pupils as part of the OPP process when required. Be aware of staff, governor and parent's access. Consider access needs during recruitment process	As required Admissions for new parents / carers Recruitment process	Needs are met	HT	
Pupils with medical needs are fully supported	Provide training in use for epi pen, administering medicines (for first aiders)	As part of first aid training (3 yearly)	Staff training is up to date	HT	
Roads and paths around school are as safe as possible	Communication with parents, clearly laid out path in ice. Bikeability for year 5 children	Annually	Accidents are kept to a minimum	Senior leaders Health and safety governor	
All pupils and staff with mobility issues can be evacuated safely	Personal Emergency Evacuation Plans (PEEPs) are in place and up to date	As and when required	Successful fire drills	SENCO	
Layout of school allows access for all pupils to all areas	Consider needs of disabled pupils / carers or visitors when considering any redesign	As required	Work carried out meets criteria set out by any experts	HT	
All educational visits to be accessible to all	Thorough planning, including advance visits to ensure each new venue is vetted for appropriateness.	Termly	EVOLVE form and risk assessment all completed. All pupils able to access educational visits and take part in a range of activities.	Visit leader HT	
Informed decisions are made with regards to accessibility	Health and Safety audits are carried out with additional consideration of accessibility	Termly	Yearly audit Termly reviews	HT Lead teacher	
Improve access for visually impaired people	Ensure that access ways are clearly marked and steps are visible	Annually	Clear markings for visually impaired.	HT	

Access to Curriculum (Learning and Social)

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after-school clubs, leisure and cultural activities and educational visits. Nevertheless, improving teaching and learning lies at the heart of the school's work and so our key objective in this Accessibility Plan 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.

Teachers at Ilketshall St Lawrence Primary School plan and deliver good lessons. Teachers' planning is highly differentiated to take account of the individual / group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas and are clearly linked to National Curriculum expectations.

Each year school subject leaders develop action plans as part of the overall School Development Plan which address areas which can be improved even more; copies of these are available on request.

It is the role of the Special Educational Needs Co-ordinator (SENCO) to deploy Teaching Assistants according to support needs. She co-ordinates and facilitates training with all staff to develop whole school awareness of disability and ways in which children can best be supported within the classroom and wider school context. The SENCO also coordinates advice given by outside agencies and ensures its full implementation.

Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

Ensure all monitoring and actions are scrutinised and challenged by the Governing body.	To evaluate and review this plan and the attainment and progress of all pupils.	Termly, with full review and update in Autumn term annually	Governors fully informed about provision and progress towards the Accessibility plan.	Headteacher, SENCO, Governing body – particularly Health and Safety Governor	
Identification of pupils who may need additional /different provision	Liaise with Nursery providers to review potential intakes	Annually	Necessary procedures / equipment / ideas in place for September	EYFS teacher	
Use ICT software to support learning	Make sure appropriate software is installed where needed	On – going as required	Wider use of SEN resources to support learning	SENCO HT	
Compliance with Equality Act 2010	Review all statutory policies to ensure that they reflect inclusive practice and procedure	Annually	No policy conflicts with the principles of equality of opportunity for all	SENCO HT	
Collaboration between all key personnel	Maintain close liaison with outside agencies for pupils with on- going health needs.	Termly	Clear collaborative working approach	Headteacher Teachers Outside agencies SENCO	
Raise attainment and narrow any gaps in attainment that may exist	Monitor attainment of all pupils with SEN during pupil progress meetings and regular liaison with parents	Half termly	Progress made towards next steps targets and assessment shows clear steps and progress being made	Headteacher Teachers parents SENCO	

Raise attainment and narrow any gaps in attainment that may exist with vulnerable groups	Monitor attainment of pupils who are vulnerable during pupil progress meetings and regular liaison with parents	Half termly	Assessment shows clear steps and progress being made	Headteacher Teachers parents SENCO	
Opportunities for children to see positive role models with disabilities	Visitors in school who portray a positive image of people with disabilities	Ongoing	Positive attitudes towards those with disabilities and towards principles of inclusion	PE leader SENCO Teachers	
Review PE curriculum to ensure PE is accessible to all	Teachers co – teacher with sports coach	Ongoing	All to have access to PE and be able to excel	PE leader SENCO	
Raise awareness of disability issues, including harassment	The curriculum, including whole school themes around humans and PSHE with this in mind	Ongoing	Consider as part of Long term planning	PSHE SENCO Curriculum leader	

Access to Information

We share information with pupils who face barriers to learning in a variety of ways, such as face to face discussion; simplified and modified language; symbols on work; pre-printed / pictorial explanation of work.

We want to include actions to engage even more of our parents / carers. Currently, we share information with parents / carers in ways including letters and newsletters and the website.

In planning to make written information better 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.

Ensure all monitoring and actions are scrutinised and challenged by the Governing body.	To evaluate and review this plan and the attainment and progress of all pupils.	Termly, with full review and update in Autumn term annually	Governors fully informed about provision and progress towards the Accessibility plan.	Headteacher, SENCo, Governing body – particularly Health and Safety Governor	
All pupils feel confident to fully disclose information with regard to their disabilities.	Ensure that all pupils, staff and parents are assured of confidentiality when disclosing information and know disclosure will be handled sensitively -	Termly	Positive feedback from pupils Lesson observations	Pastoral support worker SENCO HT	
Annual review of children with SEN are as accessible as possible.	Review how child friendly reviews are.	Annually	Annual reviews will be accessed fully by children	SENCO	

