



# LONGTON LANE PRIMARY SCHOOL

*A place to learn, a place to achieve, a place to enjoy.*

## Accessibility Plan 2015 – 2018

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.

The Plan sets out the governor's proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

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

This Accessibility plan has been developed in consultation with the staff and governors of the school and covers the period from September 2015- September 2018

### Current Accessibility Arrangements:

#### Admissions

The admission of a child with Special Educational Needs to the School will be conditional upon:

- (a) The parents'/guardians' full disclosure to the School of the child's disability. Appropriate plans by the School, including requests for additional funding, are dependent upon the School having access to all the relevant information
  - (b) Following the procedures which are set out in any school policies relating to Special Educational Needs e.g. Assessing Children's Educational Needs
  - (c) The availability of appropriate facilities within the school. These include both physical facilities and reasonable curricular provision
  - (d) Specific additional funding from LA, if required
  - (e) Agreement about the stages for which entry is being offered. In particular, transition from Primary to Secondary will be dependent upon a review of the child's needs and the evaluation of any difficulties which the child may have in accessing an appropriate education
  - (f) Acceptance by the parents'/guardians that some educational opportunities, which take place off-site may not be available.
- The above conditions will also apply, if a disability develops during the course of a child's education at Longton Lane Primary School.

#### Access to Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below.

Building	Features
Main building	All classrooms have flat exits into the internal part of the building. A ramped / flat area provides access to all classrooms from the playground in both buildings There is the provision of a disabled toilet in both buildings Corridors are wide enough for wheel chairs to be used. Access inside school is all via flat surfaces with no steps inside the building
Hall	Servery is clear and suitable for wheel chair bound pupils.
Playground	Available for all pupils. Access is available without the need to use steps.
Field Area	Available for all pupils.
Entrance Paths	All clear of steps allowing easy access for all pupils and parents.

#### Evacuation Procedures

**The schools Fire and Evacuation Policy** lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Education Plan for the pupil.

#### Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

As a mainstream Primary School we cannot replicate the range of support and resources that a local authority can provide. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's Additional Needs Policy and guidelines on Assessing Children who may have Special Educational Needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. An Individual Education Plan (IEP) /Education and Health Care Plan (EHCP) for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy - Input from specialist (external) teachers, Technological enhancements - induction loops, ICT and adaptation of teaching materials.

The School's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's SENCo teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment.

Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

### **Informal Curriculum**

Pupils at Longton Lane Primary School have always been able to participate fully in the wide range of activities offered beyond the Classroom consistent with the limitations imposed by any disability. This has included

Outdoor Education

Sports

Music

Clubs and activities

Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Individual Educational Plan or Care Plan.

The suitability of any event and the need for additional support is discussed fully with parents in advance.

### **Information for Pupils and Parents**

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision in consultation with the LA.

### **The plan:**

It has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

### **Management of the Plan**

The Governors Safeguarding, Health and Safety and Premises Committee will be responsible for the strategic direction of the School's Accessibility Plan.

The Governors Staffing, Finance and Personnel Committee will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.

The Head teacher and the Special Needs Co-ordinator will be responsible for the plans day to day implementation.

Parents/ Carers may request a copy of the Accessibility Policy/ Plan from the School Office.

Ratified by GB committee 10.11.2015

To be Reviewed Autumn Term 2018

Chair of GB committee

Headteacher

### Action Plans 2015-18

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below are 3 Action Plans which show how the school will address the priorities identified in the plan.

<b>Action Plan 1: Increasing Physical Access to and within the school.</b>			
TARGET	STRATEGIES	OUTCOME	TIME FRAME
Improve wheel chair access to some parts of the building, as relevant.	To use capital monies to look at all available options	Wheel chair access will be improved as relevant.	Sept 2018

<b>Action Plan 2: Improving Curriculum Access</b>			
TARGET	STRATEGIES	OUTCOME	TIME SCALE
Continue to provide training for teachers / TA's on differentiating the curriculum for disabled students.	Undertake an audit of staff training requirements Undertake an audit of current pupil needs Liaise with outside agencies, as required, for training.	All teachers/ TA's are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Audit Autumn Term 2 annually Programme of training in place in Spring / Summer terms
Plan extra-curricular and out of school activities to ensure the participation of the whole range of pupils.	Review all out-of -school provision, annually, to ensure compliance with legislation	Activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Autumn Term 2015 and annually thereafter
Organise classrooms optimally to promote the participation and independence of all pupils - with particular reference to disabled students	Review and implement a preferred layout of furniture and equipment to support the learning of all students with particular emphasis on disabled students	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing
Provide 'time out' / 'calm cave' room for pupils who need this support	Decorate room, purchase resources for room. Move other resources to different locations.	Children will have a safe and secure environment to retreat to with a member of staff when the need arises	By September 2016

<b>Action Plan 3: Improving Written Information and signage</b>			
TARGET	STRATEGIES	OUTCOME	TIME SCALE
Written material for pupils available in alternative formats – dyslexia input	SENCo to audit pupils needs and ensure staff have relevant resources i.e. coloured paper, reading strips etc.	Able to provide written information in different formats as and when required for individual purposes.	Audit Autumn 2015 and then ongoing.
Make available school prospectus, newsletters and other information for parents in alternative formats if requested.	Review all current school publications and promote the availability in different formats for those that require it (e.g. larger text)	All school information available for all.	From Autumn 2015.
Signs clear and helpful to all users	Review and audit signage for all both internally and externally.	Signs in and around school give clear guidance to all children, staff and visitors	Spring 2016
Emergency exit procedures	Review existing provision annually with current pupil cohorts.	Procedures in place and conforming to current H&S policies and procedures	Review annually each Autumn term