

LAKENHEATH PRIMAY

ACCESSIBILITY PLAN 2015-2017

1. Introduction

Schools' duties around accessibility for disabled pupils Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish an Accessibility Plan to show how they will meet these duties.
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The Equality Act 2010 defines a disability as 'a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.' Under this definition, learning difficulties such as developmental delay, dyslexia, autism, hearing or visual difficulties are classified as disabilities.

This **Accessibility Plan** forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. 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 reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary.

In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access around and throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.
- To support all parents and carers in our school community

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Target	Tasks	Timescale	Resources	Responsibility	Outcome/Review Evaluation
Access to Premises/Physical Environment					
To improve the surface of the decking in wet/icy weather so it is safe for all users	To commission a formal assessment of the existing surface and how it could/ should be improved. To cover existing surface with surface offering more friction and stability.	Sept 2015	Cost to be determined following assessment	CN (bursar) KB (caretaker) BH (head) Premises c'ttee	Decking outside classrooms is accessible in all weather.
To explore whether safe access through Fire Doors can be improved for small children and adults with limited mobility.	In consultation with fire safety officers to find whether power-assisted opening would make the doors safer to open for all adults and pupils, consider ramps. Consult with pupils/parents in wheelchairs	Sept 2105	Cost to be determined following assessment	CN (bursar) KB (caretaker) BH (head) Premises c'ttee	All members of school community are safe inside the building and can move safely through fire doors.
To provide a sensory room to support children with C&I and SEMH needs	To identify area in school To partition area To install sensory resources and appropriate seating.	Sept 2015	Cost to be determined following assessment	CN (bursar) KB (caretaker) BH (head) ML (SENC) Premises c'ttee	Planned interventions for children with sensory needs can be implemented Children who are anxious/ angry have a safe space to calm down.
Access to Curriculum (Learning and Social)					
Dyslexia friendly classrooms	Audit existing practice (Autumn 2015) Staged implementation of whole school strategies Monitor impact (Consider applying for Dyslexia Friendly School status in 2016-17)	July 2016	£100 for resources	ML (SENCO) SLT	Dyslexia friendly classrooms support all children and particularly dyslexic children
Implementing Rainbows programme for children experiencing loss / bereavement	Staff training (2TAs t support SENCO for first group, then TAs to lead groups) Identify groups of children who can support each other. Run the programme Evaluate.	Ongoing	£500 resources then ongoing staff costs and consumables	ML (SENCO) + TAs	Support children experiencing loss Decreased emotional outbursts Increased standards.

Implement and Embed ELKLAN throughout school	Work with all staff, including new colleagues to implement ideas	ongoing	None	ML(SENCO) BH (Head)	Decreased anxiety for children and better curriculum access.
Access to Training/ Information					
Annual audit of whole staff expertise and training needs	Create audit template Ask staff to complete Analyse outcomes	Every autumn term	TBD	ML (SENCO) SLT	School aware of staff expertise and needs
Whole school training for dyslexia	Organise the training	Spring 2015	None- HUB	ML (SENCO)	All staff aware of implications of dyslexia
Other training in response to identified needs,	Organise the training Liaise with SEN HUB	ongoing	None- HUB Or HUB Buy-In	ML (SENCO)	Increased understanding of SEND
To develop library of useful resources for staff to access and to participate in creation of HUB online resource library.	Liaise with SEN HUB	Ongoing Start summer 2015	£500 for books and resources	ML(SENCO)	Increased understanding of SEND
Complete ELKLAN Communication Friendly Status	Liaise with ELKLAN	2016	£500 + PD day time for training	ML (SENCO) MT (Dep Head)	Increased understanding of C&I.
Working with Parents					
Develop role of Family Support Worker	Liaise with FSW from SMA Allocate member of SLT to offer support and supervision. Create awareness of school support with families and staff Be responsive to needs identified.	Autumn 2015	TBD with SMA	BH (head) SLT	Increased participation of 'hard to reach' families Release of HT time doing CAFs/ TACs. More trust and support between school and family