

# ACCESSIBILITY PLAN

Lakenheath Community Primary School



|                               |  |
|-------------------------------|--|
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| Head Teacher's Signature      |  |
| Chair of Governors' Signature |  |

## Document Change History

| Version | Date         | Change Details                    |
|---------|--------------|-----------------------------------|
| 1       | 2017 – 2019  | N/A                               |
| 2       | January 2020 | Format update and content review. |

# 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.

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   |
|--|---|-----------|---|---|---|
| <b>Access to Premises/Physical Environment</b>                               |   |           |   |   |   |
| To provide a sensory area to support children with C&I and SEMH needs        | To identify area in school - quadrant<br>To install sensory resources and appropriate seating.  | Sept 2017 | Funds Received  | CN (bursar)<br>KB (caretaker)<br>SE (head)<br>ML (SENCO)<br>Premises c'ttee | Planned interventions for children with sensory needs can be implemented<br>Children who are anxious/ angry have a safe space to calm down.<br>Children and adults reduced risk of slipping on decking. |
| Maintain Decking in Early Years  | To paint with non-slip paint annually   | Ongoing   | £100 for paint  | KB (caretaker)<br>CN (bursar)   | Children and adults reduced risk of slipping on decking.  |
| Maintain Fire Doors/smoke strips   | Annual Inspection to be carried out followed by any remedial work necessary   | Ongoing   | £1,000 for repairs                                      | CN (bursar)   | Meet fire regulations.  |
| Maintain Fingerguards  | Regularly inspection and replacements as necessary  | Ongoing   | £1,000 for fingerguards                                 | KB (Caretaker)<br>CN (bursar)   | Reduced risk of trapped fingers in doors.   |
| <b>Access to Curriculum (Learning and Social)</b>                            |   |           |   |   |   |
| Dyslexia friendly classrooms   | Audit existing practice<br>PD Day Training - booked<br>Staged implementation of whole school strategies<br>Monitor impact<br>(Consider applying for Dyslexia Friendly School status in 2017/18) | Ongoing   | £100 for resources                                      | ML (SENCO)<br>SLT   | Dyslexia friendly classrooms support all children and particularly dyslexic children  |
| Implementing Rainbows programme for children experiencing loss / bereavement | Staff training (2TAs + support SENCO for first group, then TAs to lead groups)<br>Identify groups of children who can support each other.<br>Run the programme<br>Evaluate.                     | Ongoing   | £500 resources then ongoing staff costs and consumables | JF (FSP)<br>ML (SENCO)<br>+ TAs   | Support children experiencing loss<br>Decreased emotional outbursts<br>Increased standards.   |
| Implement and Embed ELKAN throughout school                                  | Work with all staff, including new colleagues to implement ideas  | ongoing   | None  | PH<br>ML (SENCO)<br>SE (Head)   | Decreased anxiety for children and better curriculum access.  |

| <b>Access to Training/ Information</b>  |  |                   |                              |                              |  |  |
|---|--|-------------------|------------------------------|------------------------------|--|--|
| Annual audit of whole staff expertise and training needs  | Create audit template<br>Ask staff to complete<br>Analyse outcomes   | Every autumn term | TBD                          | ML (SENCO)<br>SLT            | School aware of staff expertise and needs  |  |
| Whole school training for dyslexia  | Organise the training  | Autumn 2017       | None- HUB                    | ML (SENCO)                   | All staff aware of implications of dyslexia  |  |
| Other training in response to identified needs,   | Organise the training<br>Liaise with SEN HUB   | Ongoing           | None- HUB<br>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  | 2017-2018         | £500 for books and resources | ML (SENCO)                   | Increased understanding of SEND  |  |
| <b>Working with Parents</b>   |  |                   |                              |                              |  |  |
| Develop role of Family Support Worker   | Liaise with FSW from SMA<br>Allocate member of SLT to offer support and supervision.<br>Create awareness of school support with families and staff<br>Be responsive to needs identified. | Autumn 2015       | TBD with SMA                 | JF (FSP)<br>SE (head)<br>SLT | Increased participation of 'hard to reach' families<br>Release of HT time doing CAFs/TACs.<br>More trust and support between school and family |  |

