



Accessibility Plan 2015-19 (STATUTORY)

Review Date:	Reviewed by:	Amended?	Ratified:
Policy Week 2-6 October 2017	T Hall		
October 2018	T Hall	No amendment s made	
October 2019			

Other Information:	
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Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Ladybridge Primary School the Plan will be monitored by the Headteacher and evaluated by the relevant Governors' committee. The current Plan will be appended to this document.

At Ladybridge Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. We aim to provide a caring and stimulating environment for all children in our care, whatever their learning, cultural, physical or emotional needs may be, so that we can develop the skills and values to prepare them for life. Our key objective 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. We will actively seek out role models demonstrating that pupils with disability are prepared well for life and successful careers.

The Ladybridge Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Ladybridge Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, 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.

Ladybridge Primary School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating 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 are as, equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits. 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 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.

Ladybridge Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- School Behaviour Policy
- Curriculum Policy
- Critical Incident Plan
- Equality Information and Objectives Statement
- Health & Safety Policy
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Premises Management Plan
- Staff Development Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Finance and Premises Committee on an annual basis.

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

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Signed: _____

Signed: _____

Colin Watson (Head Teacher)

Nicola Burgess (Chair of Governors)

Date _____

Date _____

Aims and Objectives

Our Aims are:

- Increase the extent to which pupils with a disability access the curriculum
- Improve and maintain access to the physical environment
- Improve the availability to accessible information to disabled pupils

At Ladybridge we all respect each other and take responsibility for the care, happiness and safety of each other. We all love learning and we strive to achieve excellence, knowing that we are all different yet all equally important. We do our best to make sure everyone is feeling happy and take action when someone is not. We are all special and unique, and deserve to give and receive the very best from our school. It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of data collection forms sent home to parents on an annual basis. The school endeavours to make all aspects of the curriculum accessible to all pupils but where this is not appropriate alternatives are made available. Staff participate in specialised training e.g. ASD, dyslexia awareness etc. to develop an understanding and knowledge to assist in planning activities.

We use a range of resources in order to enable all children to access a broad and balanced curriculum including:

- A differentiated curriculum
- The use of P levels to assist in developing learning opportunities for children and also in assessing progress
- A range of support staff including trained special needs teaching assistants
- Multimedia activities to support most curriculum areas
- Use of interactive ICT equipment
- Specific equipment sourced from occupational therapy e.g. writing slopes, grip pencils
- Close liaison with outside agencies
- Close liaison with parents

Risk assessments are made for individuals with medical needs and Personal Emergency Evacuation Plans (PEEP). These are shared with relevant staff members.

Physical Environment

Internally, the school is all on one level. Disabled toilets are provided for adults and children. Disabled pupils have access to all relevant areas in school. School trips and visitors are planned to be accessible for all. Risk assessments take into account the needs of highlighted individuals and are reviewed as appropriate.

Curriculum

There are areas of the curriculum to which disabled pupils may have limited or no access. Some areas of the curriculum present particular challenges e.g. PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues which may affect the participation of disabled pupils, might include: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff e.g. text relay for hearing impaired parents, portable loop system (accessible from store by prior request), enlarged texts . There is internal signage showing emergency access routes and room locations. Where the school is aware of language barriers, interpreters will be used in meetings as appropriate. The school website allows access for all and includes newsletters and other information e.g. policies. There is an option on the website for it to be translated into different languages.

Access Audit

On-site car parking for staff and visitors includes two dedicated disabled parking bays, which are clearly marked at floor level and at eye level. Main footpaths into school are all on one level, having been resurfaced during the previous access audit program.

The school is a single storey building. The main entrance is easily accessible having a power assisted door. All entrances to the school are either flat or ramped. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. All entrances to the school are either flat or ramped and all have wide doors fitted. The internal flooring is smooth with no steps. There are disabled toilet facilities available, one in the Studio entrance and one outside the Hall. All these are fitted with a handrail and a pull emergency cord.

On entry to school all parents fill in a data collection form highlighting any medical issues and physical limitations. When appointing staff, disabled applicants are automatically given an interview if they meet all the essential job requirements. School accommodates the needs of pupils and staff using a variety of procedures such as individual provision maps, risk assessments and health care plans, these are written to identify measures to be put into place to support individuals and avoid potential risks. This includes addressing problems such as allergies, severe asthma, diabetes and other medical conditions. Regular parents meetings are held throughout the year at which time any issues regarding disability can be discussed. All parents know they are welcome to come into school at any time to discuss any changes or issues that arise regarding their child.

The school has internal emergency signage and escape routes are clearly marked.

All classes have extra support according to the needs of the cohort. Currently there are 13 full time teachers and 1 part time, 15 full time TAs, 2 part time TAs and 1 apprentice TA. We currently have a range of pupils on roll who are only able to function in mainstream school with support from assistants. These range from moderate learning difficulties (MLD) to children with physical difficulties such as visual impairment.

We currently have the following children/staff in school:

Reception: One child who is diagnosed as ASD and is currently undergoing statutory assessment (EHC

Year one: Two children undergoing school assessment for additional funding (EHAF)

Year two: One child who has a hearing impairment, for which he has an EHCP is diagnosed as ASD and is currently undergoing statutory assessment (EHC

Year three: Two children undergoing school assessment for additional funding (EHAF) ??

Year four: One child who has an EHCP for...
One pupil in Y2 has type I diabetes and TAs have been trained to monitor and administer insulin injections.
One pupil with EHCP for motor, cognitive and communication difficulties (and also medical condition)
One pupil with hearing impairment???

Year five: One pupil with visual impairment
One pupil has a hearing impairment

Year six: Two pupils with statements – transferring to EHCP

A number of pupils throughout school receive speech and language intervention outside school.

Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority.

Accessibility Action Plan

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective 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.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To liaise with Nursery providers to review potential intake for each September	To identify pupils who may need additional to or different from provision for September Intake	Ongoing	HT EYFS teacher	Procedures/equipment/ ideas set in place by Sept each year
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT Governors SLT	All policies clearly reflect inclusive practice and procedure
	To further develop close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	HT All teachers All support staff	Clear collaborative working approach
	To further develop close liaison with outside agencies for pupils with ongoing health needs e.g. children with asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing	HT TAs Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all children	CPD for staff A differentiated curriculum with alternatives offered. The use of P levels to assist in developing learning opportunities for children and also in assessing progress A range of support staff including trained teaching assistants Multimedia activities to support most curriculum areas	Ongoing	HT Governors Teachers Support staff SENCO Educational psychologist	Advice taken and evidence in classroom practice

		Use of interactive ICT equipment Specific equipment sourced from occupational therapy			
	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
Medium term	To finely review attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENCO	Progress made towards targets SEN pupils making proportionate progress
	To monitor attainment of Higher ability, G & T pupils	Update Policy for Higher Ability and G&T pupils Booster groups/activities Monitor Higher Ability and G&T pupils	Ongoing Annually	Class teachers	Higher Ability and G&T pupils making proportionate progress. Achieving above average results.
	To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> – Wheelchair access – Screen magnifier software for the visually impaired – Features such as sticky keys and filter keys to aid disabled users in using a keyboard – Elklan training for relevant staff – Giving alternatives to enable disabled pupils to participate successfully in lessons – Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	Ongoing	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Long	To evaluate and review the above short and long term	See above	Annually	Governors HT	All children making good progress.

term	targets annually			SLT	
	To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Annually Termly SEN Governor / SENCO meetings	SENCO SEN Governor HT	Governors fully informed about SEN provision and progress

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short term	Improve physical environment of school environment	The school will take 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 premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	HT SBM	Enabling needs to be met where possible. Clear movement round school
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas	Ongoing	Teaching and support staff	Lively and inviting environment maintained.
	Ensuring everyone with a disability is able to participate.	Create access plans for individual disabled children as part of provision map process Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events	With immediate effect, to be constantly reviewed	Teaching and support staff	Enabling needs to be met where possible
	To ensure that the medical needs of all pupils are met fully within the capability of	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be	Head Teacher SBM School Nurse	Enabling needs to be met where possible

	the school.		constantly reviewed	Occupational health	
	Ensuring disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled to drop off & collect children Arrange interpreters/ text relay service to communicate with deaf parents offer a telephone call to explain letters home for some parents who need this adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Medium term	To improve community links	School to continue to have strong links with schools in Bolton Authority and the wider community.	Ongoing	SMT All staff	Improved awareness of disabilities/the wider community of Bolton and the world and their needs Improved community cohesion
Long Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Continue to develop playgrounds and facilities.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Regular communication with pupils (assemblies and PHSE curriculum) regarding keeping and being safe Bikeability for Year 6 children	Ongoing	PSHE Co-ordinator SMT	No accidents
	To maintain accreditation of Healthy Schools award	Continue to work towards Healthy Schools and Eco schools targets		PSHE/Healthy School Co-ordinator Whole school approach	Achievement of award

Aim 3: To improve the delivery of information to disabled pupils and parents.

Short Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Parent with Hearing impairment	Regular communication with parents Interpreter provided for parents' eve, text relay service to be utilised BSL Interpreter available for meetings	Ongoing	Class teacher SMT	Two way communication in place
	To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	All staff to be aware	ASD children able to access curriculum
	To enable improved access to written information for pupils, parents and visitors	Investigate symbol software to support learners with reading difficulties. Raising awareness of font size and page layouts to support pupils with visual impairments /dyslexia Auditing the school library to ensure the availability of large font and easy read texts to improve access. Auditing signage around the school to ensure that is accessible to all is a valuable exercise.	April 2016	SBM Library co-ordinator Teachers Senco	Information accessible to all parents and pupils as appropriate to their needs
Medium Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review children's records ensuring school's awareness of any disabilities	Information collected about new children Records passed up to each class teacher End of year class teacher meetings Annual reviews Parent & Staff meetings Data forms updated annually for all children Personal health plans Significant health problems –children's photos displayed on staffroom notice board / info kept in separate file in school office	Annually	Teachers TA's Outside agencies Senco Office Staff	Each teacher/staff member aware of disabilities of children in their classes
	Targets	Strategies	Timescale	Responsibilities	Success Criteria

Long term	In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected)	Record keeping system to be reviewed	Continual review and improvement	SBM SENCO Office staff	Effective communication of information about disabilities throughout school.
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