

Libanus Primary School



Accessibility Plan

A greener place to live, work and visit
Man gwyrddach i fyw, gweithio ac ymweld



This plan reflects the requirements of the Special Educational Needs and Disability Act 2001 and the Disability Discrimination Act 1995 and aims to make this school accessible to all.

Preparation for Entry to the School

The school prospectus will be distributed to the parents of all new intake children. The prospectus will make it clear that no pupil will be refused entry to the school, and to the whole curriculum and associated educational and social activities, on the grounds of disability. The grounds for refusal to admit will be those laid down in the LEA's admissions policy, which sets out procedures to be followed when the year group is over-subscribed.

A full disability access audit by the Education Authority has been undertaken in order to identify physical aspects of the school, which could militate against full access to the curriculum.

The main issues at present seem to be:

- Wheelchair ramps are needed for access to the front of the school;
- Stronger contrasting colours/patterns are needed to enable partially sighted pupils to differentiate more easily doors, walls and handrails.
- Steps inside the building can pose access problems to certain areas

With the support of the LEA Health & Safety department, handrails have been fitted adjacent to all steps. Steps and other trip hazards have been highlighted with white paint and, as rooms are redecorated as part of the rolling programme, the colour schemes will be such as to take into account the needs of partially sighted pupils.

Access to the Curriculum

No pupil will be barred from any educational activity on the grounds of disability.

Pupils with special requirements will be identified as early as possible. Close links with the health visitor will help alert the school to the possible admission of such pupils. The Additional Needs Coordinator will review the pupil's needs, on entry, in consultation with the class teacher, parents and the educational psychologist to evaluate what the school and the LEA need to do in order to ensure full access to the curriculum. Where necessary, staff will be prepared by means of information sheets, briefings and by training events so that pupils with disabilities can be supported across the curriculum.

Disapplication from assessment arrangements will take place only in the very rare cases where a pupil, by virtue of the disability, will find it impossible to comply.

Teaching and Learning

All staff will be appraised of the needs of pupils and of how best to support them in class.

Classrooms will be modified as appropriate to meet the needs of pupils. For example, partially sighted and those with hearing loss will be seated near the front of the class, and large font materials or Braille will be used.

Classrooms with poor acoustics will be improved with floor coverings which will reduce echoing. This applies to all classrooms, but is a priority in language lessons and music, where the use of recordings is most prevalent. Teachers can wear amplification devices to assist pupils with hearing impairment.

A laptop computer may be provided in order to facilitate the completion of work in school or at home by pupils with writing difficulties arising from their disability.

Classroom Organisation

Based on the assessment of need, each teacher will organise the classroom as to meet the needs of pupils with disabilities. This may involve the reorganisation of classroom furniture to allow wheelchair access or seating pupils in the most advantageous position for seeing and hearing.

Home Learning

All pupils will be required to complete work at home in order to consolidate and extend learning, and develop greater independence. In some cases, disability may prevent pupils from accomplishing the work set. Teachers will suitably differentiate tasks as appropriate.

In addition, other support can be offered. A laptop computer may be provided in order to facilitate the completion of work in school or at home by pupils with writing difficulties arising from their disability.

Sports

All pupils will participate and follow the physical education discipline within Health and Well-being Area of Learning and Experience.

Pupils with disabilities, such as those in wheelchairs, will participate in lessons using suitable differentiated activities which will develop physical skills and abilities. For example, ball throwing with pupils sitting in a circle will ensure the inclusion of the disabled pupil on a more equal basis than would other activities.

Partially sighted pupils may need an associate as a support in carrying out sports activities. Provided the proper risk assessment has been made and the LEA is supportive, such pupils will be encouraged to participate in as wide a range of activities as possible. The associate may be a trained pupil or a trained adult.

Extra-curricular Activities

All pupils will be encouraged to participate in extra-curricular activities. Provision will be sought for disabled pupils to participate fully in such activities. This could involve a renegotiation of normal transport arrangements, the hours of ancillary support staff dedicated to such pupils, and parental support.

Trips

Before a trip is confirmed, the organiser will ensure that the destination has facilities for the disabled to avoid inconvenience, discomfort or indignity to the pupil.

Staff will be trained to distribute medicines (such as insulin) so that such pupils can be safely allowed to participate.

Where staff feel that they do not have the competence to support a pupil during an off-site activity, the parents and the LEA will be approached with a view to seeking a proper level of supervision.

For example, pupils who have a history of challenging, disruptive and disobedient behaviour in the classroom could become a danger to themselves and to others in an unfamiliar environment away from the school. Such pupils will not normally be allowed to participate in off-site visits. However, where such behaviour is a function of the disability, such as in Attention Deficit Hyperactivity Disorder, additional support will be sought to provide the level of supervision needed for safety. If such support is not forthcoming, the pupil will not be allowed to participate for safety reasons, or the trip will be abandoned.

Assessment

All pupils need regular assessment to monitor progress, set targets and identify ways to improve. The nature of the assessment instruments will reflect the needs of the disabled pupil.

For example, pupils whose disability makes it difficult to write answers will be allowed to answer in other ways, such as using a computer, audio recording, or giving oral responses to the teacher.

Discipline

The school's discipline policy will make it clear that bullying linked to disability is completely unacceptable. Pupils found to exhibit this behaviour will be subject to the anti-bullying policy, with support sought from the parents of the bully

Exclusions

No pupil will be excluded on the basis of disability, but they will be treated the same as other pupils and subject to the full range of disciplinary sanctions, including exclusion, for the same offences.