

# Lanesfield Primary School



## Accessibility Policy and Plan 2018

Review Date: September 2022

*This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.*

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 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.

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Lanesfield Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
  - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to 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 the DDA). This covers teaching and learning and the wider curriculum of the

school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

□ Improve and make reasonable adjustments to 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 time frame.

5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

6. Information about our Accessibility Plan will be published in the policy made available on school website .

7. The Plan will be monitored through the FGP and the Site Committees of the Governors.

8. The Plan will be monitored by Ofsted as part of their inspection cycle.

9. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

**Physical Access – environment**

| <b>Access Issue</b>   | <b>Action</b>   | <b>Timescale</b> | <b>Review /Date</b> |
|---|---|------------------|---------------------|
| Paths around school are not wide enough   | Plan to have the paths widen <ul style="list-style-type: none"> <li>• Staged and linked to developing the access to all areas of school.</li> </ul> Explore most cost effective options.  | 2021             |                     |
| Access to hall from key stage 2   | Investigate ramp access from and to Hall<br>Explore most cost effective options.  | 2022             |                     |
| Accessible toilets from playground.   | Issue with amount of toilets accessible from the playground and accessibility due to amount of pupils accessing.  | 2020             |                     |
| Close walk way at the back of school.   | Currently working with MP to arrange for the alley at the back of the school to be closed.  | 2020             |                     |
| Explore back entrance   | When alley closed open up back entrance so that parents who used alley can entry straight onto school<br>Create a forest school walk way.   | 2021             |                     |
| Access to outside area for foundation classes   | Replan the EYFS playground area and enclose so freeflow can be extend to both receptions classes.   | 2021             |                     |
| Create a sensory space within school which children with ASD or SEMH can use to calm down | Explore options within school to develop a sensory area for SEN pupils and time out space. <ul style="list-style-type: none"> <li>• Resources</li> <li>• Staff training to support use.</li> <li>• Regular timetabled use of the room by identified pupils</li> </ul> | 2022             |                     |

**Curriculum Access**

|   |   |             |  |
|---|---|-------------|--|
| Continued training for teachers and support staff on different aspects of SEND including differentiation when required. | SENDCO to complete staff audit<br>Create links and arrange where possible in-house training with link schools / Eve Griffiths<br>Social stories training; sensory snacks – sensory circuits | <b>2019</b> |  |
|---|---|-------------|--|

|   |  |      |  |
|---|--|------|--|
| Improve the use of ICT to support pupils in lessons | Map out ICT provision across schools/ key stages.<br>Plan for rolling programme<br>Identify full use of ICT resources  | 2020 |  |
| <b>Written Access</b>                               |  |      |  |
| Improve the written information at Lanesfield.      | Availability of written material in alternative formats when specifically requested.<br>Range of different languages.<br><br>Work closely with the EAL team to identify available resources. – explore use of goggle translate | 2020 |  |
| Offer different versions of letters                 | Ensure common letters are uploaded to the website in range of languages  | 2020 |  |
|   |  |      |  |
|   |  |      |  |

## Appendix 1 – reviewed Plan 2018

### Lanesfield Primary School Accessibility Plan 2015-2018

#### Improving the Physical Access at Lanesfield School following Head teacher and caretaker audit.

| Access Issue                                    | Action  | Timescale         | Cost     | Review 2018                                     |
|---|---|-------------------|----------|---|
| Signage across school:<br>• Outside<br>• Inside | Appropriate signs for visually-impaired.<br>Clear signage on each entrance to school identifying reception and <b>how to access during school hours.</b><br>Ensure areas within school are clearly labelled.<br>Physical transition indicators between main areas of school | By September 2016 | £2000.00 | Completed – exception of available school hours |
| Door access                                     | Portable ramps for areas with restricted access   | By September 2018 | £500.00  | Completed                                       |
| Uneven areas in playgrounds and around school.  | Repaint/paint white lines to mark level transitions   | By September 2015 | £250.00  | Completed x 2                                   |

|                     |  |                   |          |  |
|---------------------|--|-------------------|----------|--|
| Door handles        | Ensure door handles contrast in colour to door and are easily turn able.<br>Replace broken door handles.   | By September 2016 | £150.00  | Doors replaced and push / pull plates used for ease access |
| Nursery door access | Repair / refurbish nursery door  | By September 2016 | £500.00  | Replaced - 2018  |
| Lighting            | Repair and replace current lightning in corridor leading from reception, to improve lighting and replacement burnt out light fittings.<br>Replace current reception lighting to approach lightning.<br>Access current outdoor lighting in Winter months and identify opportunities for security lightning. | By September 2016 | £1000.00 | Replaced 2017  |
| School Entrance     | Monitor keypad and entrance communicator to move accessible position.<br>– Discuss with Health and safety advisor.   | By September 2017 | £100.00  | Replaced – fob access                                      |

| Target   | Action  | Outcome  | Responsibility  | Timeframe      | Outcome  |
|--|---|--|---|----------------|--|
| Audit of pupil needs and staff training to meet those needs.   | Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.   | Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available. | PT reporting to ZR and Governors                      | January 2016   | Increase in access to all school activities for all disabled pupils<br><b>Completed but valuable to complete annually due to staff changes.</b>  |
| All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils | Review all out-of-school provision to ensure compliance with legislation  | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements                                     | ZR reporting to Governors                             | September 2016 | Increase in access to all school activities for all disabled pupils.<br><b>All pupils take part in afterschool regardless of disability 1:1 support provided where necessary.</b>  |
| Classroom are organised to promote the partition of the whole range of pupils  | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class base: <ul style="list-style-type: none"> <li>• Visual timetables.</li> <li>• Book corner</li> <li>• Clear matching labels across school</li> <li>• Additional boards</li> <li>• Reduced use of windows for display</li> <li>• <b>Windows frosted glass for display.</b></li> </ul> | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.<br><br>All pupils have the opportunity to engage fully                               | ZR – Teaching teams<br><br>Eve Griffiths – Penn Hall. | September 2016 | Open access to curriculum for all pupils.<br><br>Pupils can take responsibility for learning Classroom becomes a key learning resource and reflects levels of achievement.<br><b>Forms part of non-negotiables outlined in environment requirements.</b> |
| Training to raise awareness of current Disability issues and increased levels of responsibility for schools.         | Provide training for governors, staff, pupils and parents<br>Discuss perception of issues with staff to determine the current status of school  | Whole school community aware of issues relating to Access  | ZR – SLT and Governors.                               | September 2018 | Community will benefit by a more inclusive school and social environment<br><b>Needs to be revisited</b>   |

|   |  |   |  |  |   |
|---|--|---|--|--|---|
| <p>Improve the written information at Lanesfield.</p> | <p>Availability of written material in alternative formats when specifically requested.</p> <p>Work closely with the EAL team to identify available resources.</p> | <p>The school will make itself aware of the services available for converting written information into alternative formats.</p> |  |  | <p>Delivery of information to all pupils and parents will be improved.</p> <p>This has been developed still an area to develop further.</p> |
|---|--|---|--|--|---|

**Delegated to Head teacher:** Zoe Rollinson

**Presented to governors:** Governors

**Date:** September 2015