



Long Lane Primary School

Accessibility Plan

2019-2022

| Date | Description |
|--------------|--------------------------------------|
| January 2019 | PT/JF Agreed by Full Governing Board |

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| Review Schedule | Three Years |
| Next Review | January 2022 |

Statement

At Long Lane School we are committed to ensuring equal treatment for all, including those with any form of disability. By 'all' we mean anyone involved in the school community including employees, pupils, parents, carers and governors.

We will reduce and eliminate the barriers to accessing the curriculum and will ensure full participation in the school community for pupils, and prospective pupils, with a disability.

We will reduce and eliminate barriers to adults with a disability, be they staff, parents, carers, governors and all prospective individuals to ensure their full participation in the life of the school.

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered by our school.

We seek to foster a positive response to disability among all members in our school community and to eliminate bullying, harassment or the less favourable treatment of people with disabilities wherever and whenever it is likely to occur.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the National Curriculum 2014 Framework:

- Promoting the spiritual, moral, cultural, mental and physical development of pupils at the at the school and of society
- Preparing pupils at the school for the opportunities, responsibilities and experiences of later life

Although this plan is a requirement for pupils, the school also has duty to staff and visitors, who will benefit from any amendments, in particular in relation to the building access.

The Duty

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to schools. It has three main elements. Schools are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The equality duty covers the nine protected characteristics; age, disability, gender, reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The governing board is required by to prepare an accessibility plan and “further such plans at such times as may be prescribed”. This purpose of this document is to plan for;

- Increasing the extent to which disabled pupils can participate in the school’s curriculum (See table 1 access to curriculum),
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school (see table 2 access to the physical environment), and
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled (table 3 access to information).

Definition of Disability

Disability is defined by the Equality Act 2010 as:

‘When a person has a physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities’.

Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Action Plan

To audit school resources to check a range of resources/materials are available for everyday use for pupils and staff.

If a child or adult with a specific disability which has not already been catered for comes to the school on a regular basis their needs will be addressed as a priority.

Linked Policies/Plans

This plan will contribute to the review and revision of related school policies/plans:

- School Strategic Plan
- School Development Plan
- SEND Policy
- Equality Information and Objectives and Equality Statement
- Subject Policies
- Premises Plans
- Evacuation Plans
- West Berkshire Council's expectations of schools concerning their arrangements for children with SEN and Disabilities (SEND)

Accessibility plan

Table 1 – Access to the curriculum

As part of these activities the school will continue to seek and follow the advice of the LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professions from the local NHS Trusts.

| Item | Target | Strategies | Timescale | Responsibility | Success criteria |
|------|--|--|---------------------------------|--------------------------|--|
| 1. | To identify children allocated to Long Lane Primary for Rainbow class for the next academic year who need provision made | At least one visit per child to settings providing pre-school provision More than one visit for children identified as needing | May to early September annually | EYFS team and (D)HT | Provision set in place ready for when the child(ren) start school |
| 2. | To establish and maintain close liaison with parents | Parent of children with a support and achievement plan (SAP) are invited to review the SAP with the class teacher and/or SENDco termly | Termly | Class teacher/ SENDco | Parents of children with special education needs feel involved in supporting their child |
| 3. | To establish and maintain close liaison with outside agencies for pupils with additional needs | Time allowed for SENDco and other staff to attend network opportunities Time allowed for staff to attend relevant meetings for | Ongoing | SENDco/Headteacher | All relevant staff have been able to attend relevant networking meetings for their role Teaching staff are able to attend meetings such |

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| | | the pupils they are teaching | | | as EHCP/ TAF/ S< /OT to enable them to better meet the needs of a pupil |
| 4. | To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits | Early planning and risk assessments for regular trips, to meet identified needs of cohorts who are in the school. | Ongoing | Class teacher/ EVC/ Headteacher | All pupils are accessing and experiencing the opportunities available. |
| 5. | To include pupils with a disability, medical condition or other access needs as fully as possible in extra-curricular provision | Early planning and risk assessments for regular trips, to meet identified needs of cohorts who are in the school. | Ongoing | Class teacher/ Headteacher | All pupils are accessing and experiencing the opportunities available. |
| 6 | To regularly review the curriculum and teaching plans to ensure children have access to all parts | This is covered under the Teaching for Learning Policy and Curriculum Policy | Termly on a curriculum review cycle | Class teacher/ Team Leaders | Any review that has happened meets the needs of the current cohort of children. |
| 7 | Ensure there is a comprehensive CPD programme which includes development of knowledge and sharing of information for staff on meeting specific identified needs | Annual training cycle that includes SEND and specific training as identified. | Ongoing | SENDco / CPD co-ordinator | There has been access to learning opportunities for staff who are designing curriculum areas, where pupils at the school have an identified need. The learning from these |

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| | | | | | opportunities is shared with colleagues to promote awareness for all relevant staff. |
| 8 | Ensure pupils needs' can be met using IT equipment or other resources following identification when required. | Use referral to CALT, EP, OT, Paediatrics service and their recommendations. | Ongoing | SENDco / IT technician | Children have timely access to relevant, supportive and cost effective equipment to meet their needs. |

Table 2 Access to the Physical Environment

The school is a single story building built in the 1960's. The main building entrance at reception has level access and a push button automatic door. The entrances to the reception building, door near year 2 classroom and breakfast and after school club are ramped. All other doors are low level steps. The school corridors are a minimum of 1.2 m wide and unobstructed. Internal doors can be held open door guards which are activated on the sounding of the fire alarm. There is a disabled toilet in the reception building and in the main building, which meets the requirements of current staff/pupils.

Internal signage meets BS: The fire alarm is a ringing bell (no pager or flashing lights available)automatic fire detection system with call points located at appropriate places around the building (i.e. all exit points). Visitors to the school are normally accompanied if they do not attend regularly and the member of staff accompanying the visitor is responsible to ensure they leave the building or (access a refuge area to await evacuation. A Personal Evacuation Plan should be completed for all pupils, staff and visitors who require one and the findings communicated

| Item | Target | Strategies | Timescale | Responsibility | Success criteria |
|------|--|--|--|-----------------------|---|
| 1 | All access points to the school accessible | If required use of temporary ramping. | Ongoing | Head teacher | All areas are accessible to all. |
| | | Look at repairing the area outside Y6 so that it is smooth. | Within the next 12 months. | | |
| 2 | Regular review of needs for current pupils | Reviews of SAP/ EHCP | Termly (or when a new pupil is expected whose needs are not currently met) | Class teacher/ SENDco | All current pupils are able accessible areas required for learning. |
| 3 | Upgrades to fire alarm so that it is visual and auditory where it is anticipated that someone with impaired hearing may be in relative isolation where no other suitable | Consideration when repair/maintenance of existing detector heads to be both visual and auditory (guidance for design and selection of fire alarm warning for people with impaired hearing, clause 18 BS 5839-1:2002) | Annually | Headteacher | An anticipatory compliant alarm system to cater for any pupil (or visitor) to the school. |

| | method of alerting them | | | | |
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| 4 | Personal evacuation plans completed for students who are identified as requiring one | Liaise with parents/school nurses and other healthcare staff to identify needs and put in place appropriate evacuation arrangements | As required | SENDco | All pupils who require a PEEP, have an up to date and properly communicated PEEP which has been practised to ensure it can be implemented successfully. |
| 5 | Learning areas accessible for pupils | Regular review of layout of classroom to ensure meets the needs of the children using the space at the time including the computer room (e.g. any child who can't sit on a stool has access to a low level computer within the ICT suite) | | Class teachers | Children are not excluded from learning opportunities because they cannot access around the classroom or equipment |

Table 3 Access to Information

As part of these activities the school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested

| Item | Target | Strategies | Timescale | Responsibility | Success criteria |
|-------------|--|---|------------------|--|---|
| 1 | Provision of written material to pupils to meet their needs | Use of coloured paper/text size/visual timetables | Ongoing | Class teacher | Pupils always have access to written material which meets their needs at the appropriate time |
| 2 | Review documentation on website to check accessibility for parents with English as an additional language/ disability in order to support their child(rens) learning | Review of the website | Ongoing | School Business Management / IT technician | Website reviewed and updated as necessary to be accessible |