

## Accessibility plan

### Longridge C.E. Primary School 2016-2019

Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties.

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

In accordance with the Act the plan focuses on three 'key areas':

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they

are to be addressed within a given time frame. A success criteria has been set so progress and outcomes can be measured.

The plan is to be reviewed and updated every five years.

## **2. Schools Aims**

At Longridge C E Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims and Christian values.

In drawing up this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching 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.

In addition parents of children and young people with a disability were consulted to ensure all needs and areas of concern had been picked up.

As stated above, Longridge C.E. Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Longridge C. E. Primary School's Special Educational Needs & Disabilities (SEND) Local Offer
- Longridge C E Primary Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

This plan itself will also be used to advise and inform other school planning documents and policies.

It will be 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 which supports this duty

Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum

Longridge C. E. Primary has close working relationships with its feeder nurseries and pre-schools thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

The school's SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the LCC SEN team, outreach services, health professionals and Acorn Educational Psychology Service, the SENCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

The school's Learning Mentor also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Advisory Teacher for Hearing Impaired
- Early Years Advisory Teacher
- Occupational Therapists
- Speech and Language Therapists
- Special School Outreach
- Educational Psychology Service
- LCC SEN Team Advisory Teacher for SEN
- CAMHS
- GPs and Paediatricians
- School Nurse Team
- Cystic Fibrosis Nurse
- Counselling
- Diabetes Nurse
- Other advisory services and charities

The school's governors, teachers, teaching assistants and welfare staff have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Hearing impairment
- Physical disability
- Specific medical conditions including asthma, eczema, ADHD, diabetes
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Autism
- Speech, language and communication needs (SLCN)
- Emotional difficulties including attachment disorder or bereavement
- Developmental disorders.

Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- Learning Mentor/ Senco to access Early Help and other agencies.
- Experienced SENCO
- Advice, assessment and support from Speech and Language Therapist
- Trained teaching assistants to deliver intervention programmes
- Educational Psychologist
- iPads / access technology
- Range of literacy and maths interventions
  - Accessibility to ALL extra-curricular activities and clubs, art enrichment groups, school visits, residential and peripatetic instrumental tuition and appropriate risk assessment
  - Paediatric First Aiders
- Use of diagnostic assessments, e.g. Blank Level, Bracken and British Vocabulary Picture Scale (expressive language), Dyslexia Portfolio, York Assessment of Reading Comprehension (Reading), Vernon Graded Spelling (Spelling), Sandwell (maths), Phonological Assessment Battery (PhAB)

The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

**Current Actions:** improving access to the physical environment of the school

This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

There are very no parts of the school to which disabled pupils have limited or no access . Although the school is on two levels there is a lift in place and alternative access points to avoid steps.

In addition the environment is continually enhanced through the school's building maintenance and redecoration programme.

**Current Actions:** Improving the delivery of information to persons with a disability

School staff are aware of the services available for converting written information into alternative formats.

#### **4. Review and Implementation**

The Accessibility Plan is reviewed annually by the Governing Body. In addition, it will be reviewed five yearly by the Disability Equality Scheme Working Party following consultation with the larger school community, parents and School Council.

The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

To allow the school to track progress and demonstrate how it is actively fulfilling its duty a copy of the school's plan for 2016-2019 .

The actions have been shaded as follows:

- GREY for actions that are complete
- ORANGE for actions that are to be carried over to the next action plan
- GREEN for actions that are complete but require ongoing activity