

# **Ladysmith Federation: Accessibility Plan 2016 – 2019**

This Accessibility Policy and Plan are 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 on progress of the Accessibility Plan over a prescribed period.

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.

Ladysmith Federation plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

1. An Accessibility Plan has been drawn up to cover a three year period. The plan will be updated annually and fully when we move into our new school building..

2. 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 handouts, 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.

3. The Action Plan for physical accessibility relates to an Access Audit of the School. These works are in relation to our current buildings and when we move a new Accessibility audit and plan will be undertaken.

4. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

5. The Schools information pack will make reference to this Accessibility Plan.

6. The School's complaints procedure will cover the Accessibility Plan when reviewed.

7. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).

8. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

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

10. 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.

	Area of Need	Short Term	Action	Long Term
Environment	Maintain safe access for visually impaired people	<ul style="list-style-type: none"> <li>• Paint edges of all external steps in yellow</li> <li>• Check exterior lighting is working on a regular basis</li> <li>• Put black/yellow hazard tape on poles at the end of play equipment</li> <li>• Slopes to be identifiable</li> </ul>	Caretakers	<p>Re-touch faded paint</p> <p>Ensure completed when new build accessible</p>
	Ensure children and parents can access the school and playground	<ul style="list-style-type: none"> <li>• To create access plans for children via DAF/EHC plan</li> </ul>	Head teacher to send out an reminder to parents/carers through the newsletter to let us know if they have problems with access to areas of the school	Termly
	Trees/bushes to be kept trim	<ul style="list-style-type: none"> <li>• Caretaker/gardener to cut back any overhanging bushes and branches and clear leaves,</li> </ul>	Regular grounds checks by caretaker. Weekly Site meeting (Infants)	Long term maintenance
	Ensure everyone has access to reception area	<ul style="list-style-type: none"> <li>• Ensure that nothing is preventing wheelchair access.</li> <li>• Ensure double doors are open at the beginning/end of the day</li> <li>• Ensure gates are open fully at the beginning/end of the day (infants)</li> <li>• Provide a bell on the counter (junior school) so that wheelchair users can get the attention of staff in the office</li> </ul>	<p>Caretaker to look into portable ramp (junior school)</p> <p>Regular checks for the lifts (infants)</p>	

		<ul style="list-style-type: none"> <li>• Portable ramp at the main door entrance at Junior school</li> </ul>		
	Continued Support for children with hearing impairment and Auditory Processing Disorder.	<ul style="list-style-type: none"> <li>• Soundfield systems and/or radio aids to be in full use of where children with HI/APD are present.</li> <li>• Class laptops have re-chargeable battery kit/spare equipment to hand.</li> <li>• Visualizers to be used in class as universal provision.</li> </ul>	<p>SENCo to make regular checks of equipment and liaise with appropriate people.</p> <p>SENDCo and class teachers to review the use of visualizers in class.</p> <p>caretakers</p>	<p>Continued advice from specialist agencies e.g. HI advisory team.</p> <p>PAT testing</p>
	Ensure that children can access resources adequately	<ul style="list-style-type: none"> <li>• Store walking frames, wheelchairs etc.. appropriately</li> <li>• Ensure chairs and table height/s are adequate for the child</li> <li>• Ensure all resources along corridors are highlighted.</li> </ul>	All staff	<p>Ongoing checks</p> <p>Ongoing checks</p> <p>Ongoing checks</p>
	Ensure that the school staff and governors are aware of access issues	<ul style="list-style-type: none"> <li>• Circulate information, if relevant, about our IMAS service (Industrial Medical and Safety Service)</li> </ul>	Bursar/Head teacher	Handbook in staff room Termly in staff notes.

People	Ensure that all staff are aware of the vulnerable children in the school.	<ul style="list-style-type: none"> <li>• Add children to the 'Hello' board – juniors</li> <li>• Add children to the 'additional needs folders – Infants school</li> <li>• Review SEND/vulnerable children registers</li> <li>• Fortnightly TA meeting – juniors</li> <li>• Monthly TA meeting - infants</li> </ul>	<p>SENco/ICT technician</p> <p>SENco/ICT technician</p> <p>SENco</p>	<p>Termly</p> <p>PDMS/SENDCo surgery time planned at least 1 x termly for SEND</p>
	Continue to develop staff awareness and understanding of disability	<ul style="list-style-type: none"> <li>• Lynda Ewins/Sandy Williams to maintain Individual care plan and staff training for Epipen, Epilepsy and asthma.</li> </ul>	Linda Ewins/Sandy Williams/SENCo	PDMS planned at least 1 x termly for SEND
Curriculum	Ensure support staff have specific training on disability issues	<ul style="list-style-type: none"> <li>• Discuss in TA meetings and TA audit/appraisals</li> </ul>	SENDCo to identify training needs	Ongoing
	All school trips and visits need to be accessible to all children	<ul style="list-style-type: none"> <li>• Ensure venues and means of transport are vetted for suitability</li> </ul>	SENDCo to oversee/complete necessary Risk assessments and share with staff.	Ongoing advice for appropriate specialist agencies
	Review P.E. curriculum to ensure that P.E. is accessible to all.	<ul style="list-style-type: none"> <li>• TA to be there all the time</li> <li>• Buy equipment – (e.g. Boccia and a blind ball in Junior school)</li> <li>• Liaise with PE provider regarding specific individuals (infants)</li> </ul>	PE lead/ class teacher SENDCo	<p>Ongoing advice for appropriate specialist agencies</p> <p>Review P.E. curriculum to include disability sports</p> <p>Liaise with Ellen Tinkham</p>
	Review curriculum areas and planning to include disability issues	<ul style="list-style-type: none"> <li>• Enrichment Day where the focus is on Paralympics</li> </ul>		Gradual introduction of disability issues into the curriculum

	Ensure all children can take part equally in lunchtime and after school activities	<ul style="list-style-type: none"> <li>MTA monthly meetings (infants) including awareness, training and support.</li> </ul>	SENDCo, HT, Lead MTA	
Systems	All children with more complex SEND to have a Personal Emergency Evacuation Plan (PEEP)	<ul style="list-style-type: none"> <li>Add PEEP review to staff calendar</li> </ul>		To review twice-annually
	Review safe movement around the school	<ul style="list-style-type: none"> <li>Declutter walkways</li> <li>Fire alarm practises to include looking at routes out of the school (infants)</li> </ul>	All staff awareness caretaker	Continual checks
	Ensure health and safety documentation surrounding children with more complex SEND is fully accessible.	<ul style="list-style-type: none"> <li>PEEPS, Moving and Handling, Risk Assessments and Intimate Care Plans to be reviewed twice a year and stored in an agreed centralised place</li> </ul>	Class teacher/SENDCo	Review relevant paperwork as part of DAF, EHC plan review meetings.
		<ul style="list-style-type: none"> <li></li> </ul>		