

# Ladysmith Federation

## Ladysmith Federation: Accessibility Plan 2020 – 2023

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.

Ladysmith federation is made up of two schools on two sites – Ladysmith Infant and Nursery and Ladysmith Juniors. 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.
2. The Accessibility Plan will contain relevant actions to:
  - Improve access to the physical environment of the schools, 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. 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".

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

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

6. The Plan will be monitored through the SEND Governors.

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

	Area of Need	Short Term	Action by	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>• 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 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/bushed 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 all areas	<ul style="list-style-type: none"> <li>• Ensure that nothing is preventing wheelchair access.</li> <li>• Lifts are maintained and accessible</li> <li>• EVAC chair is regularly checked and accessible</li> <li>• Ensure 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> </ul>	Regular checks for the lifts – both schools	Maintenance team

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 to be vigilant	<p>Ongoing checks</p> <p>Ongoing checks</p> <p>Ongoing checks</p>
Safety and security of children once they have arrived at school.	<ul style="list-style-type: none"> <li>• Ensure that gates, entrances and exits are accessible when needed and safely secured when not.</li> </ul>	Caretakers -Clear signs/awareness for Covid entrances and exits.	Ongoing
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>	Head teachers	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 'additional needs folders – Infants school</li> <li>• Review SEND/vulnerable children registers</li> <li>• Needs logged and monitored on Provision Map.</li> <li>• Fortnightly TA meeting – juniors</li> <li>• Monthly TA meeting – infants</li> <li>• Awareness of individual staff needs.</li> </ul>	<p>SENDCo/ICT technician</p> <p>SENDCo</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 Ewin/Sandy Williams to maintain Individual health care plan and staff training for Epipen, Epilepsy and asthma.</li> <li>• Maintaining awareness of mental health and wellbeing.</li> </ul>	<p>Linda Ewin/Sandy Williams/SENDCo</p>	<p>PDMS planned at least 1 x termly for SEND</p>
	Provision for personal care	<ul style="list-style-type: none"> <li>• Maintain and have access to appropriate areas and facilities for supporting personal care</li> </ul>	<p>All staff to be aware</p>	<p>Regular reviews according to individual needs that have been identified.</p>
	Pupil voice – to improve opportunities and recording of individual pupil voices.	<ul style="list-style-type: none"> <li>• As part of the 'deep dive' process we will record the children's voice</li> </ul>	<p>SENDCo, in partnership with class teachers and TAs</p>	<p>Reviewed regularly</p>

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	Ongoing advice for appropriate specialist agencies Review P.E. curriculum to include disability sports Liaise with Ellen Tinkham
	Review curriculum areas and planning to include disability issues	<ul style="list-style-type: none"> <li>• Enrichment Days</li> <li>• Parent feedback</li> </ul>	Awareness of all staff	Diversity and disability issues are within 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> <li>• Opal project (Infant school)</li> </ul>	DHT, SBM Lead MTA	
	Children are fully integrated with in the classroom	<ul style="list-style-type: none"> <li>• TAs to support identified children in class, on needs basis.</li> </ul>	All staff to be aware	All children are included in the classroom and the school is fully inclusive Covid funding is used to support 'catch up' learning.
On line learning- all children have access to the relevant digital platform	<ul style="list-style-type: none"> <li>• Children and parent/carers are able to access on line learning provision.</li> </ul>	Class teachers and LT	Continuity of learning opportunities	

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 and add to provision map. Share with parents.</li> </ul>	SENDCo	To review annually and when there is a significant change.
	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 – both schools</li> <li>• Evac chairs bought for emergency evacuation from first floor in Junior school</li> <li>• Ensuring covid safety advice is adhered to.</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 when required and stored on Provision Map</li> </ul>	Class teacher/SENDCo	Review relevant paperwork, EHC plan review meetings.