

Lydbrook Primary School

(including Robins Nursery)

Accessibility Plan

Where anything is Possible

Policy Reviewed:	Autumn 2018
By:	Full Governing Body
Agreed:	20th December 2018
Next Review:	Autumn 2021

An accessibility plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments where ever practicable.

Lydbrook School Accessibility Plan – 2018 – 2021

Purpose of the plan

The purpose of the plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

Key Aims

To increase and eventual ensure for pupils/students with a disability that they have

- Improved access to our setting's environment, curriculum and information and
- Full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.

- Our staff recognise their duty under the Equality Act:-
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled people less favourably
 - To take responsible steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish and accessibility plan
- In performing their duties, Governors have regard to the Equality Act 2010
- Our setting
 - Recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - Recognises the effect their disability has on his/her ability to carry out activities,
 - Respects the parents' and child's right to confidentiality.
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

- Use the Access Plan to review the graduated approach when meeting the needs of pupils/students with SEND.
- Measure the progress of pupils with SEND support and an EHCP to ensure that it is as good as that made by pupils with SEN nationally.
- Ensure that homework is accessible to all eg. by setting homework early in lessons.
- Ensure supply teachers are clear about the additional needs of pupils and how to meet these needs.
- Ensure staff have regular and updated training re additional needs and how the needs can be met.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- Ensure furniture selected is adjusted and located appropriately.
- Consult with pupils with SEND regarding the accessibility of classrooms, toilets and changing facilities etc.
- Ensure accessible toilets and changing facilities are located appropriately and not used for other purposes eg. storage
- Ensure pathways around the setting and parking arrangements are safe, easily accessible and well signed.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

- Ensure information available in a variety of formats including – “easy read”, large print, symbols and audio.
- Ensure homework is accessible to all eg. by setting homework early in lessons.

Financial Planning and Control

The Headteacher, SLT and Resource Committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short term	Time Frame	Notes
<ul style="list-style-type: none"> • Recognises and values the young person’s knowledge/parent’s knowledge of their child’s disability 	Ensure all staff at Lydbrook Primary School are aware of the Equality Act 2010	SENCo/Headteacher	Short term	2018	Staff meetings

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short term	Time Frame	Notes
<ul style="list-style-type: none"> • Ensures accessible toilets and changing facilities are located appropriately and 	Disabled toilet is used for intended purpose and is only used to store equipment to access the facility for a pupil who	All staff	Short term	2018	Disabled toilet also used as staff male toilet

not used for other purposes eg. storage.	has specialist needs				
<ul style="list-style-type: none"> Ensure that children have the facilities necessary to support personal care and promote independence. 	<ul style="list-style-type: none"> Access to toilet step for toilet. Additional time for eating and drinking 	SENCo/Class Teacher/Teaching Assistants	Short term	2018	
<ul style="list-style-type: none"> Tactile signage on routes and external level change. 	Budget setting, school development plan and buildings maintenance programme	SBM	Long Term	2021	Site on three levels. Access to all blocks is by steps. Steep road access to school site. No disabled parking
Classrooms <ul style="list-style-type: none"> Improve the flooring in classrooms to contrast with the walls and colour of walls to contrast with the doorways when internal redecoration is required 	Budget setting, school development plan and buildings maintenance programme	Headteacher/Resources Committee	Long term	2021	
External Steps to be remarked with a white line on edges	Budget setting, school development plan and buildings maintenance programme	SBM	Short term	2019	

Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short term	Time Frame	Notes
<ul style="list-style-type: none"> Full participation in the school community. 	Ensure pupils with EHCPs are included in pupil forums such as school council and sports council.	SENCo/Headteacher	Short term	2018	
<ul style="list-style-type: none"> Total access to our setting's environment, curriculum and information 	Ensure pupils with SEND and their families are given explicit information about trips and activities well in advance so that preparations can be made by their families.	SENCo/Educational Visits Co-Ordinator	Short term	2018	

Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short term	Time Frame	Notes
<ul style="list-style-type: none"> Use the Access Plan to review the graduated approach when meeting the needs of pupils with SEND Additional resources to access the 	<p>SENCo to ensure the Access Plan is integrated into the teachers planning when considering the needs of pupils with SEND</p> <ul style="list-style-type: none"> Use of pastel paper, books and coloured overlays for dyslexic pupils 	<p>Class Teacher/SENCO</p> <p>SENCo</p>	<p>Medium Term</p> <p>Short Term</p>	<p>2019</p> <p>2018</p>	

curriculum	<ul style="list-style-type: none"> • Large print for visual impairment • Additional information home for parents/carers • Access to ICT for specialist apps 				
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Access to information advice and guidance - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short term	Time Frame	Notes
<ul style="list-style-type: none"> • Ensure information available in a variety of formats including – “easy read”, large print, symbols. 	<ul style="list-style-type: none"> • Work with parents/carers and young people to ensure that our website is presented in a family friendly way. • Promote and signpost families to SEND information and advice. 	SENCo/Headteacher	Short term	2018	Staff meetings