

Long Whatton C of E Primary

Accessibility Plan



'Live, Learn, Grow and be Thankful'

Accessibility Plan

Date of policy: September 2022

Date adopted by Governors: September 2022

Date of review: September 2025

Accessibility Plan Long Whatton C of E Primary School

Background

This Accessibility Plan is compliant 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. This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, so that all pupils with a disability can take full advantage of the education and associated opportunities provided by Long Whatton C of E Primary.

Definition (Equality Act 2010)

"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."

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Statement

We at Long Whatton accept the need to make all reasonable provisions for the admission of any prospective pupils who are disabled, any staff who are appointed, parents or visitors to our school. We have had pupils who have Asperger's Syndrome, Dyslexia, Dyscalculia, Dyspraxia, Down's Syndrome, Attention Deficit Disorder, Operational Defiance disorder and food allergies as well as those who have impairments in hearing, speech, sight and physical movement. Provision for these pupils has been made in terms of medication, resources, specialist support, teaching support, the physical environment, policy development, risk assessment, the allowance of extra time in examinations, and, where required, by the use of laptop computers and specific software and resources.

Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy.

The school recognises its duty under DDA

- not to discriminate against disabled pupils in their admissions and exclusions and provision of education
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan

Provision

The extent to which disabled pupils can participate in the schools' curriculum we will consider:

- The impact the delivered curriculum has upon pupils with disabilities.
- The effectiveness of short-term planning in identifying the range of reasonable adjustments being made.
- The appropriate deployment of adult and peer support and the effective training of adults involved.
- How the curriculum supports awareness of and positive attitudes towards, disability.
- Effective access to specialist advice and support.
- Resource development
- Access for all in our monitoring and review cycle.

In improving the physical environment of the schools will consider the needs of pupils and visitors with physical difficulties and sensory impairments when planning

- Improvements to or advice about lighting, signage, colour contrast, the acoustic environment, floor coverings

- Improvements to and provision of toilets, washing and changing facilities.
- The layout of the playground and other common areas.
- The provision of particular furniture and equipment to improve access.

Strategy

As part of the school's' disability equality scheme, we have adopted the following approach:

1. school's curriculum to ensure that disabled pupils are not disadvantaged in any way and that all subjects and activities are available to them.
2. To recognise that making the school's premises, curriculum and admission procedures more accessible to disabled pupils is not enough in itself. Staff are supported by the SENDco and external advisors and are helped in writing IEPs to provide reasonable adjustments and we have regular review meetings to evaluate the effectiveness of these adjustments. Disability awareness training will be considered if appropriate.
3. In order to consider all the implications of an open access policy with regard to disabled pupils, the Attainment and Welfare Committee will review the disability, inclusion, health and safety, SEND, and any other relevant policies as appropriate.
4. This scheme will be reviewed annually by Governors.

The important content of school's documentation complies with dyslexia friendly fonts and formats. This scheme will be published on our website and all parents and community will be notified of its existence and have the opportunity to access a copy online or a paper version through the school office.

General Targets

Action	Success criteria	Lead person	Timescale
Collaborate with relevant personnel to agree action to support those in the school community with a disability in line with DDA duties.	Joint meetings arranged and attended where relevant	Gov / HT	N/A when appropriate
Increase knowledge of	Disability awareness	Gov / HT	As and when appropriate

disability and disability legislation of lead person in order to facilitate the raising of the awareness of whole school regarding duties.	planned and delivered to lead person Disability awareness provided to whole school.		
Undertake audit of school policies and procedures	Audit undertaken, identified those which need reviewing	Gov IHT	As part of cycle on annual rolling programme

Improving Curriculum Access

Target	Strategy	Outcome	Timeframe	Achievement
Regular and repeated training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Annual	Increase in access to the National Curriculum
All out-of-school activities are planned to	Review all out-of-school provision to ensure	All out-of-school activities will be	Currently not a difficulty. Review	Increase in access to all school activities for

ensure the participation of the whole range of pupils	compliance with legislation	conducted in an inclusive environment with providers that comply with all current and future legislative requirements	where necessary.	all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the the needs of individual pupils	Audit undertaken needs of current cohorts met.	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues As required	Provide training for governors, staff, pupils and parents.	Whole school community aware of issues relating to Access		Society will benefit by a more inclusive school and social environment

Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats as required	Use LLA and the LA for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in	Appropriate website and newsletter. Dyslexia friendly. Offer of large print/ Braille etc. no picture etc. Parents have	All school information available for all	Ongoing. Note at bottom of newsletter and identified on transition or induction.	Delivery of school information to parents and the local community improved

alternative formats	been notified in newsletter of the options.			
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing and Vision Support Service if it becomes necessary	All school information available for all	This is not an issue at present but need to be current	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of staff of the disabilities we have in school both among staff and pupils and the strategies needed to support their learning or working.	Arrange training courses where necessary.	Awareness of target group raised	Induction. Annual review of pupils in school and staff understanding of their disabilities.	School is more effective in meeting the needs of pupils.

Should it become necessary the following will need to be put into place:

Improving physical access to school for a child with a physical disability	Movement of furniture Review of access and need	Contact LA for support and advice
Reviewing moving and handling - pupils with disabilities	Moving and handling and back care training React UK	Annual

Pupils who need toileting/catheterisation	Support for training and protocols Training Toileting / intimate care policy	Annual review
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