



# School Policy



# Accessibility Policy and Plan Spring 2021

## *Introduction*

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards pupils with a disability, under part 4 of the DDA.

- Not to treat pupils with a disability less favourably for a reason related to their disability
- To make reasonable adjustments for pupils with a disability, so that they are not at a substantial disadvantage
- To plan to increase access to education for pupils with a disability.

## *Our Ethos*

- Accessibility is a right as well as a privilege for all children, as all are created of equal value and thus should be able, as far as possible, to access equal opportunities.
- All children need support not just to access the building and curriculum, but ALSO to access a level of community, care and friendship that children with SEN or disability in the past have found very challenging. Our behaviour policy is thus in part a subset of our accessibility plan, encouraging all children to grow together in community and learning to deal with the difficult circumstances together as we encounter them.
- All tuition in this area should be done in a whole-class environment, to encourage and foster a sense of learning together corporately.
- All children should be taught and encouraged to make room for others, sometimes ceding their own rights to support those who need their care, realising that those who have a physical or learning disability, have strengths of their own from which more able bodied and children without learning difficulties must learn.
- Following from this, we have high expectations from all pupils, whatever their ability, and there is an expectation that all will participate in school life. This expectation extends to each pupil, contributing to the strength of community we have at Lightmoor Village. All staff and pupils have a choice in the circumstances they find themselves – to be aspirational or to see themselves as a victim. We strongly encourage all in the school to aspire to achieve more than they thought they were capable of.

## *Current Situation*

When the school was built and completed in August 2010, the standards of the building met the disability access requirements and has disabled toilets and flat access to all oarts of the building. The following features of the school have a direct bearing on the action we will take to address the needs of children with SEN and disabilities:

- Training of staff, including the SENCO, in meeting the needs of children with disabilities
- Staff awareness of classroom accessibility (through the use of sequential journeys)
- Adaption if required of the external environment to meet the requirements of children with visual impairment (padding on vertical poles, yellow marking on step edges and slopes, etc)
  
- Training of relevant staff in the care, teaching and exercise of pupils with a disability, including the practical use of medicines for the treatment for epilepsy.

The aim should be to remove all barriers for disabled people. Are people aware of the barriers?

- Physical,
  - Structural,
  - Information,
  - Communication,
  - Attitudes,
  - Technological,
  - Policy,
  - Practice.
- Outcomes: Is there a measure of outcomes for pupils with a disability?

## *The Plan*

Accessibility audits will be carried out annually by senior staff and members of the Curriculum and Health, Safety and Premises Committee.

This plan sets out the proposals of the Governing Body of the school to increase access to education for pupils with a disability in the three areas above:

- **Curriculum:** increasing the extent to which pupils with a disability can participate in the school curriculum. *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.*
  
- **Environment and Services:** Ensure the environment helps pupils with a disability so they can take advantage of education/associated services.

- Delivery: improving the delivery to pupils with a disability of information usually provided in writing to those children who are not disabled. *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. This also includes an "on-demand" service to make available*
  - *large-format versions of school documents and*
  - *reading of documents to parents and children who have English as an additional language or who have difficulties in reading.*

The Governing Body is thus committed to providing, over a fairly short time, a fully 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 strong, holistic culture of awareness, respect and inclusion.

We acknowledge that there may still be a need for ongoing awareness raising and training for staff, parents and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- |                                           |                                       |
|-------------------------------------------|---------------------------------------|
| ➤ <i>Curriculum Policy</i>                | ➤ <i>Behaviour Management Policy</i>  |
| ➤ <i>Equal Opportunities Policy</i>       | ➤ <i>School Improvement Plan</i>      |
| ➤ <i>Health &amp; Safety Policy</i>       | ➤ <i>Asset Management Plan</i>        |
| ➤ <i>Inclusion and Induction Policies</i> | ➤ <i>School Mission Statement</i>     |
| ➤ <i>Special Educational Needs Policy</i> | ➤ <i>Teaching and Learning Policy</i> |

### Monitoring of the Plan

- This current document takes into account fully the comments arising from consultation of parents, children, staff and professionals
- The Accessibility Plan will be monitored through the Curriculum and the Health, Safety and Buildings Committees of the Governors.
- The school will work in partnership with the local education authority) in developing and implementing this plan.
- The Plan will be monitored by Ofsted as part of their inspection cycle.

To be reviewed Spring 2024

## Appendix 1

Lightmoor Village Primary School

# ACCESSIBILITY ACTION PLAN 2021-2024

## Improving the Physical Access at Lightmoor Village

Time Scale	Targets	Strategy/Activity	Time Frame	Outcomes
Short term				
Medium Term	➡ Consider the outside environment for visually impaired	Look into highlighting vertical poles and edges	By Spring 2022	Access to safe play areas for all pupils
Long Term				

## Appendix 2

### Lightmoor Village Primary School

# ACCESSIBILITY ACTION PLAN 2021-2024

## Improving the Curriculum Access at Lightmoor Village

Time Scale	Targets	Strategy/Activity	Time Frame	Outcomes
Short Term	➔ Raise awareness of classroom layout to ensure that classrooms are optimally organised to cater for needs of disabled pupils.	SENCO to review classroom organisation, in light of teachers in new classrooms	Autumn 2021	Teachers know how to adapt classrooms quickly and safely to make adjustments for changing needs of pupils.
	➔ Ensure that all staff have appropriate training to meet needs of all pupils with mobility disability	SENCO to audit staff training and make recommendation to SMT	Autumn 2022	All staff are trained appropriately for children in their classes.
	➔ Ensure all new policies are fully DDA compliant	H and S item at governors meetings.	Autumn 2022	
Medium Term	➔ Policies reviewed to ensure DDA compliance	Each new or revised policy that is written is compliant	2021 onwards	
Long Term	➔ SENCO to keep up to date with expertise in a wide range of disabilities	Identify appropriate CPD opportunities for SENCO	ASAP	SENCO able to provide greater levels of support and advice to class teachers.

## Appendix 3

Lightmoor Village Primary School

# ACCESSIBILITY ACTION PLAN 2021-2024

## Improving the Delivery of Written Information at Lightmoor Village

Time Scale	Targets	Strategy/Activity	Time Frame	Outcomes
Short Term	<p>➡ To ensure that all pupils, parents and prospective parents have written information in the most appropriate form for their needs, including being read to.</p>	<p>SENCO to identify and arrange meetings with parents with learning or reading difficulties to enable preparation of better forms of information.</p> <p>Website is “tested” on those with visual impairment for comments</p> <p>use of school social media service for those for whom it is the prime means of communication.</p>	<p>By Spring 2022</p> <p>Autumn 2022</p>	<p>All information in the school is given and presented in a variety of ways and those who require it in different forms know where and how to access it.</p>
Medium Term	<p>➡ To ensure that all class teaching is presented in a variety of ways, enabling all pupils to access the learning they are entitled to.</p>	<p>Staff to review planning. Head to review overall planning to ensure compliance.</p>	<p>Termly through -out time frame</p>	<p>We develop a culture of checking access issues within our own planning.</p>
Long Term	TBD	TBD		