

LINGEY HOUSE PRIMARY SCHOOL

HEADTEACHER: MRS C T WILKINSON



Accessibility Plan

Jan 2024 – Jan 2027



2018-2021



Aims

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process is delegated to the Finance and Premises committee of the Governing Body and will be monitored by the Headteacher and evaluated by the relevant Governing committee. The current plan will be appended to this document.

At Lingey House Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- The Lingey House Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.
- The Accessibility Plan is structured to complement and support the Equality Objectives, and will similarly be published on the school website. We understand that the local authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- Lingey House Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Lingey House Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding 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 their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, 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.

The Lingey House Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll

forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Current good practice

We aim to ask about any disability or health conditions in early communications with new parents and carers. For parents and carers of children already at the school, we collect with collect information about disability or health conditions through medical information forms, parental consultations and ongoing communications with parents and carers.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. However, school endeavor to ensure children are able to participate in the same opportunities as their peers.

Curriculum

Lingey House Primary School is an inclusive school and as such will make reasonable adjustments to enable full access to the curriculum for all pupils. However, there are some areas of the curriculum to which disabled pupils may have limited access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment or humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled, written and unwritten. We plan our curriculum carefully to ensure that texts and people of interest include representation of minority groups and those with disabilities.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership Team will work closely with the Local Authority

Date: January 2024

Review January 2027

Approved by the Curriculum Committee on 31 January 2024

Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>Main school is over two levels.</p> <p>Lodge is single storey and it has three steps as well as a ramp</p> <p>IT Suite is single storey. It has two steps (with 2 x two level) handrails as well as a ramp which slopes away in one direction.</p>	<p>Lift is already in place. A servicing agreement in place (3 monthly).</p> <p>School to monitor and report back to EfA/consult with experts when new situation arises regarding the need for lower handrail to be installed to the inside central balustrade (to match handrail on outside of both sets of stairs).</p>	<p>GallifordTry FM/ Site Manager</p> <p>School staff/EfA/LA</p>	<p>Ongoing</p> <p>Ongoing</p>
Corridor access	<p>All corridors are accessible for wheelchairs and wide enough for manoeuvre</p>	<p>Corridors to be tidy and free from obstructions</p>	<p>All school staff</p>	<p>ongoing</p>
Lifts	<p>There is a lift in the main school</p>	<p>Three monthly servicing by Kone</p>	<p>GallifordTry FM/Site Manager</p>	<p>Annual</p>

Parking bays	There are two accessible car parking spaces (with posts) installed next to the main entrance	School manages use of these parking spaces in the school car park.		
Entrances	Level drop off point at main entrance. Gate between nursery play area and Lower yard	N/A Gate is located on a steep slope. School to monitor and report back to EfA/consult with experts when new situation arises regarding the needs of a child with a disability. Governors and staff work closely with Local Authority/EfA.	Site Manager/School Staff/LA/EfA	Ongoing
Ramps	Ramp (in one direction) to the entrance of the IT suite. Ramp to the entrance of the Lodge	N/A N/A		
Toilets	Toilets are fully accessible, but it has been recommended that	Retaining toilet seat clips are not available for the toilets in school. EfA	Site Manager/SLT/ GallifordTry FM/ EfA	Ongoing

	<p>school needs to consider the prevention of lateral movement to the toilet seat.</p> <p>Alarm pull cords can easily get snagged on dropped down rails</p>	<p>have advised school to monitor seat slips and report any incidents to GT Helpdesk.</p> <p>School to monitor and report to helpdesk any occasions when pull cord becomes tangled.</p>	<p>Site Manager/SLT/ GallifordTry FM/ EfA</p>	<p>Ongoing</p>
<p>Reception area</p>	<p>Reception area is fully accessible for wheelchairs and wide enough to manoeuvre</p>	<p>N/A</p>		
<p>Internal signage</p>	<p>Signage in place to inform those with visual impairments and wheelchair users</p>	<p>Continue to ensure signs are maintained</p>	<p>Site Manager/SLT</p>	<p>Ongoing</p>
<p>Emergency escape routes</p>	<p>Routes are well labelled and displayed throughout the school</p>	<p>Continue to ensure signs are maintained</p>	<p>Site Manager/SLT</p>	<p>Ongoing</p>

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim 1 – To increase the extent to which disabled pupils can access the curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
To liaise with nursery providers and parents/cares to review the needs of children prior to key intake points in the school year.	Home visits to allow the opportunity to meet families and discuss children's needs. Visits to nursery settings to gain an understanding of needs and observe children within settings. SEND and medical information forms shared with parents.	Ongoing during key intake points in the school year.	SLT SENDCos EYFS Lead EYFS staff Family support worker	Procedures, equipment and strategies will be in place for children starting school.
To review statutory policies to ensure that they reflect inclusive practice and procedure.	All policies reviewed in a timely manner and adapted to meet the requirements of the equality act and the recommendations of the most up to date guidance.	Ongoing	SLT Subject leaders	All policies to clearly reflect inclusive practice.
To establish close liaison with parents.	Opportunities to meet and report to parents three times annually. Key staff members on door at pick up and drop off times to speak with parents as and when required. Family support worker	Ongoing	SLT SENDCos Class teachers Family support worker	Clear, collaborative working approach

	<p>building relationships with key families.</p> <p>Staff available to speak with parents as and when necessary.</p>			
<p>To establish close liaison with outside agencies for pupils ongoing health and education needs</p>	<p>Relationships developed with HINT, SALT, CYPS and other professional agencies.</p> <p>Relationships developed with school EP.</p> <p>Relationships developed with Local Authority.</p> <p>Relationships developed with health professionals including community nurses.</p>	<p>Ongoing</p>	<p>SLT</p> <p>SENDCos</p> <p>Teachers</p> <p>TAs</p>	<p>Clear, collaborative working approach</p>
<p>To ensure full access to the curriculum for all</p>	<p>Differentiated curriculum with alternatives offered.</p> <p>Sensory aids, breaks and other reasonable adjustments made as and when required by children.</p> <p>Teaching staff act upon the advice of specialists.</p> <p>Support staff used appropriately to meet the</p>	<p>Ongoing</p>	<p>SLT</p> <p>SENDCos</p> <p>Teachers</p> <p>TAs</p>	<p>Strategies evident in classroom practice.</p> <p>Children with additional needs supported and accessing the curriculum.</p>

	needs of learners.			
To review attainment of SEND learners	Daily informal assessment Formal assessment three times annually Pupil progress meetings Cohort improvement plans SEND support plans Regular liaison with parents and professionals.	Termly	SLT SENDCos Teachers	Progress made towards support plan outcomes

Aim 2 – To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets	Strategies	Timescale	Responsibility	Success Criteria
To improve the physical environment of the school.	School to take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking changes to the site and premises.	Ongoing	SLT	The environment is enabling for all children.
To create an inclusive learning environment.	Learning environments designed not to be over stimulating.	Ongoing	SLT SENDCos	The environment is enabling for all children.

	<p>Sensory room.</p> <p>Spaces made available to complete sensory circuits.</p> <p>Internal signage</p> <p>Large print resources</p> <p>Induction loops</p> <p>Pictorial or symbolic representations</p> <p>Makaton</p> <p>Different coloured backgrounds when required</p>		<p>Teachers</p> <p>TAs</p>	
<p>To ensure all children with a disability are able to be involved.</p>	<p>Access plans created for individual children as part of support plan process.</p> <p>Medical information forms created and updated as and when required.</p> <p>Arrangements to be made to support children accessing all lessons and after school opportunities.</p>	<p>Ongoing</p>	<p>SLT</p> <p>SENDCos</p> <p>Teachers</p>	<p>The environment is enabling for all children.</p>
<p>To ensure disabled parents have opportunities to be involved.</p>	<p>Utilise disabled parking spaces for disabled parents to drop off and collect children.</p> <p>Arrange interpreters from</p>	<p>Ongoing</p>	<p>Whole school team</p>	<p>To ensure disabled parents are not discriminated against and are encouraged to take interest and be involved in</p>

	<p>the RNID to communicate with deaf parents if needed.</p> <p>Offer telephone call home and/or face to face meetings to go through letters and referral forms etc.</p> <p>Adopt a proactive approach in identifying the access requirements of disabled parents.</p>			their child's education.
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Aim 3 – To improve the delivery of information to disabled pupils and parents

Targets	Strategies	Timescale	Responsibility	Success Criteria
To support parents with learning difficulties with reading and writing	<p>Regular communication with parents.</p> <p>Offer phone call to accompany letters home for explanation of content.</p> <p>Offer face to face support with letters, reports and referrals.</p>	Ongoing	Whole school team	Two way communication in place.

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