

Lancastrian Infant School Accessibility Policy & Action Plan 2018-2021.



School Ethos:

- Our school is an **inclusive, nurturing** and **aspirational** learning environment where everyone works together as a **team** to give the children the best possible start to their education.

The Governing Body has three key duties towards disabled pupils, under the Disability Discrimination Act (DDA) 1995:

- a) Not to treat disabled pupils less favourably for a reason related to their disability
- b) To make 'reasonable adjustments' for disabled pupils, so that they are not at a substantial disadvantage
- c) To plan strategically (via the Accessibility Plan) to increase access to school premises and the curriculum.

In addition and in accordance with paragraph 3 of schedule 10 to the Equality Act 2010, schools must ensure that they are:

-improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

This must be done:

- a) within a reasonable time;
- b) in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

The Governors are committed the National Curriculum Inclusion Statement, 'Providing effective learning opportunities for all,' through school practice and policy that reflects the principles of Inclusion: -

- a) Setting suitable learning challenges
- b) Responding to pupils' diverse learning needs
- c) Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Part of the Governors role is to:

- a) Regularly check and update school policies including Learning and Teaching, Equalities, Behaviour Management, Accessibility
- b) Have named governors for Children with Special Educational Needs, Children Looked After, Child Protection
- c) Attend relevant West Sussex County Council (WSCC) training

All teachers including subject leaders and support staff make sure that the principles of inclusion underpin the planning and delivery of the Curriculum.

Together the leadership team:

- a) Treat each other and all children equally and with respect
- b) Ensure that suitable learning challenges are set, underpinned by high expectations
- c) Are sensitive to the children's diverse learning needs and learning styles with appropriate timetabling and grouping of children including peer support

- d) Work towards overcoming potential barriers to learning and assessment for individuals and groups of children by appropriate deployment of learning support
- e) Question any differences in the achievement of different groups of children
 - a) Look for ways to support children who might not be achieving their best
 - b) Review the effectiveness of their actions
 - c) Attend courses and share good practice, both across and within school referring to principles of inclusion when planning lessons and reviewing policy
 - d) Work with external agencies to seek advice and support
 - e) Use ICT to facilitate and enable access

Action:

- a) These principles and practice need to be regularly re-affirmed as part of the annual policy review cycle.
- b) On-going training
- c)

Pupil data and school audit

The school actively plans for the future intake of pupils with disabilities. In terms of the physical environment we are fully compliant in terms of access for disabled pupils, able to match the internal space to the needs of pupils wherever improvements can be made.

Once in school, the provision map provides information about our children with disabilities and details of the support they receive. Issues which may affect the participation of disabled children in the life of the school, such as specialist equipment and accessing services are addressed in discussions between SENDCO, staff and parents/carers. Through the established systems and procedures, the SENDCO together with the staff monitor the quality of the whole school experience for those children with disabilities. Academic outcomes are monitored through the whole school monitoring and assessment programme and report termly to the governors.

Action:

- a) Discussions with parents/carers and children before entry to the school will focus on adjustments the school may need to make regarding information access
- b) Continued tracking of academic progress of children with disabilities
- c) SENDCO to monitor participation and achievement of disabled children in extra-curricular activities and school visits.

Views were sought during the development of the plan.

The school Council now has a voice re concerns and suggestions regarding accessibility and will be included here.

The Premises Manager and bursar advice on any health and safety issues relating to accessibility and the governing body carry out an annual health and safety check.

Other organisations: views are sought through regular meetings with pre-school providers. Feedback is sought when other agencies are involved with the school e.g. Speech and Language

Service, Education Psychology Service, Occupational Therapy Service, Help Family Service, Social Care etc.

People who have contributed to this plan

Name	Role
Zoe Gordon	Headteacher and SENDCo
Steve Gough	SEND governor
Zoe Gordon	Representative support for School Council
Gary Booker	Premises Officer
Linda Cooper	Bursar- Health and Safety

1. Accessibility Strategy Action Plan - Environment

Improvements to the physical environment

This covers improvements to the physical environment of the school including the playground and physical aids to access education.

	Priority	Action	Responsible Person	Timescale	Outcome
1.1	White painted edging to steps in school and playground to aid visually challenged pupils and adults.	To be Completed	Premises Officer	In place	Safer environment for visually impaired children and adults.
	Ensure that ramps etc. are in place to allow for free movement of wheelchairs across the school	Ramps to be available where necessary.	Premises Officer	In Place	A new wheelchair user feels welcome
1.2	There is one disabled parking bay in school car park	In Place	Premises Manager	In Place	Easier/safer access into school building people with

	Priority	Action	Responsible Person	Timescale	Outcome
					disabilities.
1.3	Playground is suitable for all users	Safety checks in place	Premises Manager	Ongoing	Recorded daily & termly inspections with Head
1.4	All visitors to the school are able to communicate easily with the Reception staff	In Place	Headteacher	In Place	More streamlined access for all visitors
1.5	Clear signage around school-all classrooms have class names and class teacher clearly labelled.	In Place	Class Teachers	In Place	Visitors, staff and children will be able to access classrooms and teachers more easily.

2. Accessibility Strategy Action Plan - Curriculum

Increasing access to the 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum. In addition, this covers the way the school prevents SEND based bullying and harassment. (See positive behaviour and anti-bullying policy)

	Priority	Action	Responsible Person	Timescale	Outcome
2.1	Raise awareness	The curriculum is used to raise awareness of	Curriculum reviewed in light of The Disability	In Place	All pupils will be more

	Priority	Action	Responsible Person	Timescale	Outcome
		them or their parents.			
3.2	Children at 'SEN support' and with EHCPs have a voice and a way of communicating their views, wishes and aspirations in an empowering, accessible and creative way	NB: for pupils who have EHCPs: Person centred annual reviews and regular review meetings throughout the school year	SENDCO	Ongoing	