



# Lea Endowed CE Primary School Accessibility Plan 2019 / 2021

Approved by Premises, Resources, Health & Safety Governors' Committee – January 2019  
Final approval by Full Governing Body – March 2019

### **Our School Mission Statement**

**At Lea Endowed Church of England School we are committed to providing an excellent education for our children. We seek to follow God's example to love Him, and each other, in all that we do. Our whole school family is encouraged to achieve their full, God given potential and shine in their own special way.**

## **Accessibility Plan 2019-2021**

This Accessibility Plan is drawn up in compliance 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 of progress of the Accessibility Plan over a prescribed period.

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.

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.

At Lea Endowed we are committed to providing 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 culture of awareness, tolerance, equality and inclusion.

The Lea Endowed 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.

The Accessibility Plan contains relevant and timely actions to:-

- Improve 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.
- 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. 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.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. 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.

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

- Curriculum Policy
- Health & Safety Policy
- Special Educational Needs and Disability (SEND)
- Behaviour Policy
- School Improvement Plan
- Single Equalities Policy
- Medicine Policy

## Actions for Accessibility

### PHYSICAL ACCESS

**AIM 1:** To improve the Physical Environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services

Target	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of disabled pupils, staff, governors, parents & visitors	New pupil medical/additional needs questionnaires	Before entry for every new child	Office staff	Completed questionnaires and issues raised with SENCOs
	Create access plans for individual pupils when required	As required	SENCO	Plans in place as needed
	Find out access needs of parents through newsletter	September Newsletters	SLT	Parents with disabilities feel welcome in school and have access to school grounds, classrooms and Hall
	Find out access needs of staff through discussion or on recruitment	During recruitment process	SLT/governors	Needs of staff highlighted and adjustments made as appropriate
	Meetings with parents	As required	SLT	
Improve the physical school environment	The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting	Ongoing	SLT, site manager and governors	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.

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	and colour schemes, clear signage and more accessible facilities and fittings.			
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT, SENCo all teaching staff and site manager	As full as possible inclusion for all pupils. Safe evacuation in an emergency.

## ACCESS TO THE CURRICULUM

### AIM 2: To increase the extent to which pupils can participate in the school curriculum

Target	Strategies	Timescale	Responsibility	Success Criteria
To establish and maintain close liaison with parents	To ensure collaboration and information sharing between school and families.	ongoing	SLT and all teaching staff	Clear collaborative working approaches through regular meetings, risk assessment reviews, and Learning Plans
To establish and maintain close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel.	ongoing	SLT/SENCo, all teaching staff and outside professionals	Clear, collaborative working approaches through regular meetings, risk assessment reviews, and Learning Plans
Ensure hearing impaired pupils have the aids they require to be able to fully access the curriculum	Application for radio aids as required	Daily as required	SENCO/class teachers/TAs SENCO	Everyone working with the child is fully aware of their needs and the child is fully supported.
Ensure all children with barriers to learning have the suitable aids to learning	Sloping Writing frames/ Coloured Perspex provided as appropriate eg for children with dyspraxia/ dyslexia	Annually	SENCO	Adjustments are made for identified children
To use IT to support children with specific literacy difficulties.	Introduction of IDL program to all staff and appropriate children Letters sent home to parents and details of log ins shared	September 2018 and ongoing	SENCO / class teachers/ TAs/ parents	IDL in use with appropriate children, used regularly and monitored by SENCO
Ensure staff have awareness of specific needs and training as required.	Information/ training given at staff meetings / TA meetings. External training arranged	On going	SENCO	Staff needs identified and needs addressed through in school/ external
Pupils with ASD are able to fully access the curriculum	ASD children have access to headphones as required	Daily as required	SENCO/class teachers/TAs SENCO	Everyone working with the children are fully aware of their needs and the child is fully supported.

## ACCESS TO INFORMATION

**AIM 3:** To improve the delivery of information to pupils, staff, parents/carers and other members of the school community.

Target	Strategies	Timescale	Responsibility	Success Criteria
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats Access arrangements are considered and put into place for statutory testing	Ongoing	SLT, teachers, admin team and SENCo	Evidence that appropriate considerations and reasonable adjustments have been made
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Ongoing	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.
Languages other than English to be visible in school as appropriate	Multi-lingual signs	Ongoing	SLT and all teaching staff	The profile of other languages raised and multilingual signs in place

C Seagrave January 2019

To be reviewed and updated annually

To be revised in January 2021