

Laburnum Primary School

Accessibility Plan



Updated by: Head Teacher

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1. The Laburnum School Vision

- This policy is set within the context of our school vision: CARE: Challenge, Achieve, Respect, Effort
- At Laburnum, we challenge all learners to work hard and achieve as individuals across a broad and engaging curriculum, where learning is at the heart of all we do. Our children are nurtured to show respect for themselves, others and the wider community by developing positive relationships built on our school values.

2. Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors of the school.

3. 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

4. Action plan

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

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> ▪ Laburnum Primary School offers a differentiated curriculum for all pupils. ▪ We use resources tailored to the needs of pupils who require support to access the curriculum. ▪ Curriculum resources include examples of people with disabilities. 	Short Term: Improve educational experiences for hearing impaired pupils.	<ul style="list-style-type: none"> ▪ Daily maintenance and use of radio aids when required. ▪ Consider hearing loop/sound-field systems if recommended. ▪ Consult Hearing Impairment team. 	SENDCo Relevant Class Teachers	In place when required - regular visits from hearing impaired support team.	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced.
	<ul style="list-style-type: none"> ▪ Curriculum progress is tracked for all pupils, including those with a disability. ▪ Targets are set effectively and are appropriate for pupils with additional needs. ▪ The curriculum is reviewed to ensure it meets the needs of all pupils. 	Short Term: Improve educational experiences or pupils with sensory needs.	<ul style="list-style-type: none"> ▪ CPD from an Occupational Therapist to raise awareness of needs and strategies to support pupils. ▪ Plan for the specific needs of individuals. 	SENDCo Class Teachers	April 2020 Adaptations ongoing	Sensory needs of learners met. enabling positive outcomes
	<ul style="list-style-type: none"> ▪ Staff are deployed effectively to support access for all pupils, including those with a disability. 	Medium Term: Improve educational experiences for significantly visually impaired pupils	<ul style="list-style-type: none"> ▪ Consult visual impairment support team. ▪ Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs. 	SENDCo Relevant Class Teachers	In place when required - regular visits from VI support team.	Teaching aids, white boards et., more easily seen and learning experiences of pupils enhanced.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	<ul style="list-style-type: none"> ▪ All staff are well trained to support pupils in accessing the full curriculum: <ul style="list-style-type: none"> ▪ Attachment/trauma awareness ▪ Attention Deficit Hyperactivity Disorder ▪ Autistic Spectrum Disorder ▪ Behaviour Management and De-escalation 	<p>Long Term: Ongoing adaptations to the curriculum to meet the needs of individual learners</p>	<ul style="list-style-type: none"> ▪ Pastoral support, ▪ Timetable adaptations ▪ Individual physiotherapy/ OT programmes ▪ Speech and language therapy programmes ▪ Specific training in word processing skills through Dance Mat touch type Programme ▪ Use of access arrangements for assessment/National tests 	SENDCo, SLT, Class Teachers	In place and ongoing	Needs of all learners met, enabling positive outcomes
		<p>Medium-Long Term: Appropriate use of specialist equipment to benefit individual pupils and staff</p>	<ul style="list-style-type: none"> ▪ Tablet / Laptop available to support children with difficulty recording ▪ Sloping boards for pupils with fatigue problems or physical disability ▪ Coloured overlays for pupils with visual difficulty (Reading Rulers) ▪ Specially shaped pencils and pens for pupils with grip difficulty ▪ Use of wedge/wobble cushions 	Class Teachers supported by SENDCo	In place &/or to be ordered as required	Increased access to the Curriculum Needs of all learners met.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> ▪ Ramps ▪ Corridor width ▪ Disabled parking bays ▪ Disabled toilets ▪ Shelves and resources at wheelchair-accessible height ▪ Safe and clear access maintained around the site, e.g. weed free, paths clear etc. 	Short Term: Improvements to help the hearing impaired	<ul style="list-style-type: none"> ▪ Install hearing loop/sound-field when necessary. ▪ Consider alarm issues in the case of total hearing loss - personal alarm linked to fire alarm. 	SENDCo, HT	Future plan	Learning experiences of pupils with hearing difficulties enhanced.
		Long Term (as required): Maintain safe access around the interior of the school	<ul style="list-style-type: none"> ▪ Awareness of flooring, furniture and layout in planning for disabled pupils 	All Class Teachers	Ongoing	People with disabilities can move safely around the school
		Long Term: Lower the echo / sound levels in the dining room particularly for those pupils for whom loud noise is a problem e.g. autistic, hearing impaired (hearing aids).	<ul style="list-style-type: none"> ▪ Obtain acoustic tile quotes. ▪ Install acoustic tiles to reduce noise level. 	HT Site Manager	Summer 2015	Sound levels in the dining room have been reduced to make it comfortable for all.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> ▪ Internal signage ▪ Large print resources ▪ Pictorial or symbolic representations e.g. visual timetable. ▪ Audio amplification technology in relevant classrooms. 	Long Term: Ensure documents and resources are accessible for pupils with visual impairment	<ul style="list-style-type: none"> ▪ Seek and act on advice from Visual Impairment advisor on individual pupil requirements if required. ▪ Use of magnifier where appropriate. ▪ Ensure large, clear font used in documentation. 	Class Teachers, SENDCo to support	In place & ongoing	Pupils able to access school documentation & resources
		Medium Term: To improve signage around school	<ul style="list-style-type: none"> ▪ Identify room and resource signage required. ▪ Obtain quotes for relevant signs. ▪ Install signs as required. 	HT Site Manager	April 2021	Signs to be used around school to identify the use of individual rooms.

5. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Finance and Resources Committee of the Governing Body.

6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Behaviour principles and relationships policy
- Anti-bullying policy

7. Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Whole site is single storey, with some individual steps.	Route with ramped access throughout the school, ensuring use of steps is a choice, not a necessity. Annual check of steps / treads as part of Health and Safety audit.	Site Manager	Annual
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre.	Corridors to be tidy and free from obstructions where they exist	All school staff	Ongoing – continual respect.
Doors	Some doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door. Some doors are solid or have high windows making this impossible.	When other doors are replaced they will be accessible for all.	Site Manager	April 2021
Parking bays				
Entrances	<p>Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>Ensure all staff are aware of their responsibilities in evacuation and aware of the relevant SEN information.</p> <p>Class teachers to be aware of responsibilities for any disabled people volunteering in school</p>			

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Ramps	Single level / ramped access availability			
Toilets				
Reception area				
Internal signage	Limited signage in school – WC and Fire Safety	Signs to be designed and positioned to inform all, including those with visual impairment and wheelchair users.	HT Site Manager	April 2021
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Site manager SLT	April 2021