

Accessibility Plan 2017-2018

We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

This plan shows how Laurel Avenue Community Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Plans for accessibility improvement are developed through our school evaluation and developmental planning process. Our action planning for improvement addresses the following:

- ◆ *Physical facilities*
- ◆ *The school curriculum*
- ◆ *Support services*
- ◆ *Awareness*
- ◆ *Communication of information*

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Current Range of known disabilities

The school has children with a range of disabilities including physical and moderate and specific learning disabilities.

We have a small number of pupils who have a hearing impairment and work well with sensory support to ensure effective environment for pupils.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Physical**Process for Identifying barriers**

Annual Governor monitoring/daily risk assessments for each class/review of classroom environment at transition/general risk assessments for activities/feedback questionnaires as part of school evaluation process/Support Plan reviews/wellbeing monitoring/feedback from visitors/views of disabled persons

Summary of Progress in Relation to Previous Planning

Over the last few years, school has increasingly become equipped for effective access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits). An access changing toilet is available with changing table and disabled toilet. School has a hoist with staff being trained in its use and school is organised for wheelchair access. Tarmac has been raised by all doors to allow access for wheelchairs into all classrooms from outside. The main school entrance and entrance onto main school yard both have sloping access.

Car parking restructured to provide more space that will remain unblocked for persons who require disabled access

Drop off zone created in addition to disabled bay to ensure that a space is always available

Pupils' toilets have contrasting cubicles and doors for pupils with visual impairment.

School/classrooms reorganised to support safer movement of disabled pupil.

Persons identified to facilitate the exit of disabled pupils during fire evacuation.

Yellow strips mark step edges throughout school.

Objectives for Improvement 2017-2018

Target	Strategies	Time-scale	Responsibility	Success Criteria
Maintenance of electronic doors	All doors fully operational	On going	HT Caretaker	Easy access for all
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors Policies updated in light of 2014 guidance supporting children with medical conditions	Continue to create care plans for individual disabled pupils as part of the Support Plan process when required, in line with new guidelines Be aware of staff, governors and parents access needs and meet as appropriate	As required Induction and on-going if required Autumn Term	SENCO Headteacher	Parents have full access to all school activities Access issues do not influence recruitment and retention issues
Ensure all disabled pupils can be safely evacuated	Continuation of implementation of PEEPs, ensuring kept up to date – advice sought where necessary	As required Each Sept	SENCO Learning support advisors	All disabled pupils and staff working alongside are safe in the event of a fire

The School Curriculum**Process for Identifying barriers**

Daily monitoring of Learning Support/Evaluation of class teacher/performance data/evaluations of the children/outcomes of Support Plan reviews and parents/carers consultation/advice and audits form external sources/Headteacher lesson observations/discussion with staff.

Summary of Progress in Relation to Previous Planning

A number of specialist equipment used for pupils as appropriate and further resources and equipment identified – pens/pencils, software, prompts, resources

Named pupils worked on programmes aimed at improving coordination, motor skills, speech, integration into group situations.

Named pupils engaged in a wide range of extra -curricular activities.

Ongoing staff training with respect to physical disability to ensure successful inclusion

All fire escape routes are suitable for all with raised tarmac for wheelchair access

Objectives for Improvement 2017-2018

<i>Target</i>	<i>Strategies</i>	<i>Time-scale</i>	<i>Responsibility</i>	<i>Success Criteria</i>
<i>Increase confidence of all staff in differentiating the curriculum and providing strategies for wide range of needs</i>	<i>Be aware of staff training needs on curriculum access Assign CPD</i>	<i>On-going and as required</i>	<i>SENCO Educational Psychologist SLA</i>	<i>Raised staff confidence in strategies for differentiation and increased pupil participation and attainment</i>
<i>Ensure staff have specific training on disability issues</i>	<i>Be aware of staff training needs Staff access appropriate CPD</i>	<i>As required</i>	<i>SENCO</i>	<i>Raised confidence of staff</i>
<i>All educational visits to be accessible to all</i>	<i>Guidance kept updated for staff on making trips accessible Ensure each new venue is vetted for appropriateness Book taxis for named pupils in wheelchair</i>	<i>As required</i>	<i>HT/EVC</i>	<i>All pupils in school able to access all educational visits and take part in a range of activities</i>

Support Services**Process for Identifying barriers**

Feedback from children and parents/wellbeing tracking/performance data/ability to meet needs of community as requested/ability to secure external support as required /outcomes of Support Plan review.

Summary of Progress in Relation to Previous Planning

Advice from support services acted upon in relation to setting up provision/strategies.

CAMHS programme initiated with some parents in support of children. Use of learning difficulties and disabilities team, including feedback to parents.

Greater pupil and parental awareness of the services offered by the school, PSA, OnePoint.

Links with external support agencies greatly improved to secure advice linked to mental health issues; a number of pupils have benefitted from this.

Regular advice and support from speech therapist, physiotherapist, sensory support and occupational therapist for named pupils.

Objectives for Improvement 2017-2018

<i>Target</i>	<i>Strategies</i>	<i>Time-scale</i>	<i>Responsibility</i>	<i>Success Criteria</i>
<i>Buy back Educational Psychologist Package</i>	<i>Educational Psychologist, one day per fortnight in school</i>	<i>2017 - 18</i>	<i>SENCO Educational Psychologist All staff</i>	<i>Increased support/assessment for pupils in school, particularly current Y3/6 leading to more rapid progress. Increased bespoke and ongoing CPD for staff</i>
<i>Continue to work in liaison with OnePoint to identify needs of families and suitable provision</i>	<i>HT attend cluster meetings Input into provision provided based on needs of pupils and families in school</i>	<i>Ongoing</i>	<i>HT</i>	<i>Meetings attended leading to increased awareness to aid families</i>
<i>Durham Resilience Project</i>	<i>School to use strategies from Durham Resilience Project 2017– 2018</i>	<i>Ongoing</i>	<i>All Staff/Governors</i>	<i>Increased resilience in school for pupils and staff</i>

Awareness				
Process for Identifying barriers				
<i>Feedback from children and parents/wellbeing tracking/performance data/ability to meet needs of community as requested/ability to secure external support as required/outcomes of Support Plan review.</i>				
Summary of Progress in Relation to Previous Planning				
<i>Children's general awareness of diversity issues greatly enhanced due to diversity being identified as a school developmental priority.</i>				
<i>Whole staff training led by an external source address issues pertaining to diversity and inclusion.</i>				
<i>Staff trained on manual handling to help meet the need of a named pupil.</i>				
Objectives for Improvement 2017-2018				
<i>Target</i>	<i>Strategies</i>	<i>Time-scale</i>	<i>Responsibility</i>	<i>Success Criteria</i>
<i>Address different aspects of disability through assembly themes</i>	<i>Themes addressed through assemblies</i>	<i>Ongoing</i>	<i>All staff</i>	<i>Negative attitudes challenged through focus on stereotyping</i>
<i>Promote an awareness of support networks for families through the Learning Platform.</i>	<i>Increased information sharing, including on website, of support networks</i>	<i>Ongoing</i>	<i>All staff</i>	<i>Increased awareness and access of support networks</i>
<i>Asthma Training</i>	<i>Arrange for School Nurse to train staff/lunchtime supervisors</i>	<i>Annually</i>	<i>School Nurse</i>	<i>Staff trained and confident</i>
Communication				
Process for Identifying barriers				
<i>Feedback from children and parents/questionnaires/Parent Discussion Forum/Feedback from external agencies/Support Plan review</i>				
Summary of Progress in Relation to Previous Planning				
<i>Diaries for named children have been set up to provide daily communication between home and school.</i>				
<i>Engagement of parents/carers in one point and other external support services is good and increasing</i>				
Objectives for Improvement 2017-2018				
<i>Target</i>	<i>Strategies</i>	<i>Time-scale</i>	<i>Responsibility</i>	<i>Success Criteria</i>
<i>Improve channels of communication within school so that advice from external agencies is communicated with staff/parents ensuring that provision is accessed quickly</i>	<i>Enhanced focus on communication</i>	<i>Ongoing 2017– 2018</i>	<i>SENCO/HT All staff</i>	<i>Advice built into provision in a timely manner ensuring more rapid progress</i>