

## ***Accessibility Plan 2021-2024***

*We want all pupils 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 pupils 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 pupils. The achievements, attitudes and well-being of all our pupils matter.*

*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 of three years.*

*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) an 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 structured to complement and support the school's 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.*

## ***Objectives***

*The Equality Act covers all nine of the protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief (or lack of belief), sex and sexual orientation. This Accessibility Plan is a working document focusing on the disability section of the Equality Act. In this school we will ensure that at every level, in all our work, and throughout all aspects of the school community and its life, all will be treated equally.*

*Laurel Avenue Community Primary School is committed to providing an environment that enables full curriculum access and includes pupils, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school recognises and values parent's/carers' knowledge of their child's disability and its effect on their ability to carry out everyday activities. We respect a parent/carers' and pupils' right to confidentiality.*

*Laurel Avenue Community Primary School's Accessibility Plan shows how access is to be maintained and improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. It relates to the key aspects of physical environment, curriculum and written information.*

## ***The Accessibility Plan***

*The Plan contains relevant and timely actions to:*

- *increase access to the curriculum for pupils with a physical disability and/or sensory impairment, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life other pupil. (If a school fails to do this they are in breach of their duties under the Equalities Act 2010.) This will include access to all teaching and learning activities and to 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 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/carers 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 timeframe.*

*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:*

- *Equality Policy*
- *Positive Behaviour Policy*
- *Health and Safety Policy*
- *School Improvement Plan / Curriculum Policies*
- *Special Educational Needs Policy*

*It may not be possible to undertake all of the accessibility works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.*

*The Accessibility Plan will be published on the school website.*

*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*

***Current Range of known disabilities***

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

***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 pupils. We aim to meet every pupils' needs within mixed ability, inclusive classes. It is a core value of the school that all pupils are enabled to participate fully in the broader life of the school. Consequently, all pupils have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.*

**Physical****Process for Identifying barriers**

Annual Governor monitoring, 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 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 fully 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.

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

Yellow strips mark step edges throughout school.

**Objectives for Improvement 2020-2024**

Target	Strategies	Time-scale	Responsibility	Success Criteria
Maintenance of electronic doors	All doors fully operational	On going	Headteacher/ Caretaker	Easy access for all
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	Continue to create care plans for individual disabled pupils as part of the Support Plan process when required, in line with guidelines. Be aware of staff, governors and parents/carers access needs and meet as appropriate.	As required Induction and on-going if required	SENCO/Headteacher	Parents/carers 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 September - monitor	SENCO Teaching Assistants	All disabled pupils and staff working alongside are safe in the event of a fire

<i>Ensure social distancing in place whilst pupils and parents/carers enter and exit school during Covid-19 restrictions.</i>	<i>One-way system in place – new path and gate built to lead straight onto school yard from Community Centre building</i>	<i>Autumn Term 2020</i>	<i>Headteacher Community Centre Manager</i>	<i>Path and gate in place allowing social distancing to take place.</i>
<p><b><i>The School Curriculum</i></b>  <b><i>Process for Identifying barriers</i></b>  <i>Monitoring of learning support, evaluation of performance data, evaluations of pupil outcomes and Support Plan reviews, parent/carer consultation, advice and audits from external sources, lesson observations, discussion with staff.</i></p> <p><b><i>Summary of Progress in Relation to Previous Planning</i></b>  <i>A number of specialist equipment used for pupils as appropriate and further resources and equipment identified – pens/pencils, software, prompts, resources and equipment specific to individual pupils' needs.</i>  <i>Named pupils working on programmes aimed at improving coordination, motor skills, speech, integration into group situations.</i>  <i>Named pupils engaged in a wide range of extra -curricular activities.</i>  <i>Ongoing staff training with respect to physical disability to ensure successful inclusion</i></p>				
<b><i>Objectives for Improvement 2021-2024</i></b>				
<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>Support plans effective to meet the needs of pupils with special educational needs.</i>	<i>Staff training and support whilst writing Support Plans Staff using reports from outside agencies to update plans</i>	<i>Across 2021</i>	<i>SENCO</i>	<i>Raised confidence of staff Increased outcomes for pupils with SEND</i>

<i>Interventions in place to support pupils identified with SEND or gaps in learning and to support recovery curriculum.</i>	<i>Pupil progress meetings to monitor progress of all pupils and identify those needing intervention</i>	<i>Termly meetings Interventions as required</i>	<i>Headteacher/SENCO Class teachers</i>	<i>Close tracking of pupil's progress to ensure in line with recovery curriculum and individual needs. Close of gaps in pupils' learning.</i>
<i>Ensure remote learning offer in place for all pupils should they have to self-isolate or should a year group, bubble or whole school have to be sent home to ensure can access learning with support as necessary. Ensure all pupils have access to technology to complete home learning and homework.</i>	<i>Remote learning offer devised and shared by staff, parents/carers and pupils – displayed on website and communicated to parents/carers in newsletters.</i>	<i>By February 2021</i>	<i>Headteacher Governing Body</i>	<i>Robust home learning offer for all pupils in place, displayed on website, to ensure can access learning whilst at home. Support for pupils whilst at home from school staff. Guidance in place for parents/carers based on what we believe will be the most beneficial activities for your pupil to help them to 'keep up' whilst also following our school curriculum as closely as possible.</i>
<i>Nursery garden resurfaced so that all pupils can access all areas of learning outside.</i>	<i>Artificial grass installed over grass areas (excluding those parts linked to nature spots) so that all pupils can access area covered in mud</i>	<i>Summer Term 2021</i>	<i>Headteacher Governing Body – Finance committee</i>	<i>Artificial grass in place so garden can be utilised all year round</i>

**Support Services**

**Process for Identifying barriers**

*Feedback from pupils and parents/carers, 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.*

*Referrals to outside agencies including CAMHS, Occupational Therapy, Speech and Language, ASD Team, including feedback to parents/carers.*

*Greater pupil and parent/carer awareness of the services offered by the school, Positive Future Advisor, 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.*

<b>Objectives for Improvement 2021-2024</b>				
<i>Target</i>	<i>Strategies</i>	<i>Time-scale</i>	<i>Responsibility</i>	<i>Success Criteria</i>
<i>Educational Psychologist Package – SLA buy back into annually</i>	<i>Educational Psychologist to support staff and assess pupils with SEND</i>	<i>2021-2024</i>	<i>SENCO Educational Psychologist All staff</i>	<i>Increased support/assessment for pupils in school, leading to more effective strategies in place, 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 – early support.</i>	<i>Referrals for Early Help for families where request support Input into provision provided based on needs of pupils and families in school</i>	<i>Ongoing</i>	<i>Headteacher Positive Futures Advisor</i>	<i>Referrals for Early Help to request family support Support packages in place, working with lead professionals Meetings attended leading to increased awareness to aid families</i>
<p><b>Awareness</b>  <b>Process for Identifying barriers</b>  <i>Feedback from pupils and parents/carers, performance data, ability to meet needs of community as requested, ability to secure external support as Required, outcomes of Support Plan review.</i></p> <p><b>Summary of Progress in Relation to Previous Planning</b>  <i>Pupils’ general awareness of diversity issues greatly enhanced due to diversity being identified as a school developmental priority.  Whole staff training led by an external source address issues pertaining to diversity and inclusion.  Staff trained on manual handling to help meet the need of a named pupils.</i></p>				
<b>Objectives for Improvement 2021-2024</b>				
<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 Epi-Pen 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**

*Feedback from pupils and parents/carers, questionnaires, parent/carer discussion, feedback from external agencies, Support Plan review*

**Summary of Progress in Relation to Previous Planning**

*Engagement of parents/carers in one point and other external support services is good and increasing.*

*Statement on website indicating that parents/carers can request paper copies of policies and other documents if they need them and can be altered on request for fonts, size, backgrounds etc or translation for non-English speaking families.*

**Objectives for Improvement 2021-2024**

<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 2021-2024</i>	<i>SENCO/Headteacher All staff</i>	<i>Advice built into provision in a timely manner ensuring more rapid progress</i>
<i>Information shared quickly and effectively in relation to Covid-19</i>	<i>Covid-19 guidance regularly updated and shared with parents/carers via website, texting service and Facebook. Parents/carers able to contact school via telephone or email quickly with relevant information – including during holiday times.</i>	<i>Ongoing during Covid-19 epidemic</i>	<i>Headteacher Admin Staff All staff</i>	<i>Efficient and accurate information sharing between home and school. Quick identification of issues related to Covid-19. Parent confidence in school systems.</i>