

St Lawrence C E Primary School



Accessibility Plan 2020 - 23

It is a requirement under the Equality Act 2010 that schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. This means that “schools cannot unlawfully discriminate against pupils on the grounds of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- he or she has a physical or mental impairment, and
- the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Full Governing Body is responsible for ensuring the implementation and resourcing of the Plan and for reviewing the Plan. St Lawrence CE School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life.

We will challenge negative attitudes about disability and accessibility and develop a culture of awareness, tolerance and inclusion.

If there are ever circumstances in which we feel that we are finding it difficult to include a pupil successfully, advice will be sought from other professionals and brought to the attention of the Local Authority.

What has been done already?

Within the past three years the following measures have been taken to make St Lawrence’s Primary School more accessible for pupils, parents and staff who have a disability:

- Improved designated disabled parking in the school carpark and safer pathway.
- Ramps have been installed outside Willow and Oak class to allow wheelchair access through the fire exit doors.
- New dyslexia programme has been purchased and is in use in both key stages.
- Appointment of a school nurse to work with pupils and their families and a designated medical room

- Training by school SENCO for teachers to explain the requirements of the New Code of Practice.
- Improved paperwork and a more family centered approach for pupils who have a Personal Support Plan (PSP).
- Awareness campaign to ensure school community knows of pupils with severe nut or other allergies.
- Pastoral support HLTAs employed to tackle any issues of discrimination raised by pupils or parents.
- A new toilet and shower room has been constructed.
- Low level railings have been installed outside KS1 to support accesibility

The Physical Environment

The Accessibility Plan includes measures to improve access to the physical environment of the school as necessary. This may involve making reasonable adjustments to the school and providing aids to assist access were appropriate.

Curriculum

The Plan also includes measures to increase access to the curriculum for children with disabilities to ensure that they are equally prepared for life as children without disabilities. As well as teaching and learning this includes access to the wider curriculum such as access to after school clubs and participation in school visits. This may involve the provision of specialist aids and equipment where necessary.

Written Information

The Plan also includes measures to improve and make reasonable adjustments to the delivery of written information relating to the school and school events.

The Current Range of special needs within St Lawrence CE Primary School

The school has children with a limited range of disabilities, of which the staff and governors are fully aware. We currently have children who have the following disabilities:

- Autistic Spectrum Disorder
- Visual Impairment
- Developmental Coordination Disorder
- Dyslexia
- Diabetes

- Asthma
- Severe allergy

For all children who have medical needs, a care protocol is agreed with their parents or carers and it is displayed on the noticeboard in the staffroom, and all staff are informed.

We have a number of children who have asthma and some children with allergies or food intolerances, some of these are serious and require EpiPens to be kept on site. Medication for asthma and allergies is kept on a high shelf in classrooms so that it is easily accessible for staff if required.

Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. Medication is administered at the discretion of the headteacher and school nurse.

Review of the Plan

The Accessibility Plan will be reviewed every three years and therefore the current plan will be reviewed in 2023.

Targets	Strategies	Outcome	Persons responsible	Timeframe
EQUALITY AND INCLUSION				
To ensure that the Accessibility Plan is annually reviewed by committee.	Head teacher to add to agenda as required	Plan reviewed. Legislation adhered to.	Headteacher	Annually
To improve staff knowledge, awareness and expertise of specific SEN within our school.	Review training needs. Provide training as necessary or appropriate (manual handling training for staff supporting pupils with a physical disability).	Disability issues are identified and addressed by all staff. Staff feel confident in supporting pupils with a physical disability.	Headteacher/ SENCO	On-going
To ensure all policies, where necessary, consider the implications of disability access.	During natural review of policies, consider and include measures to address disability access	Policies are fully inclusive of issues related to disability and reflect current legislation.	Headteacher Governors	On-going as part of policy review
To ensure that a pupil receiving treatment from serious operation has access to teaching and the curriculum when at home/hospital.	Liaise with parent and hospital outreach to ensure a teaching program is in place.	Pupil continues to access curriculum.	SENCO	On-going

PHYSICAL ENVIRONMENT				
To ensure that the school buildings and grounds are accessible for all children and adults and continue to provide access to the schools physical environment for all.	Audit of accessibility of school buildings and grounds, including garden and forest school area. Suggest actions to be implemented. Safer pathway and disabled parking spaces.	All pupils will be able to access all zones so they are fully included in learning activities.	Headteacher, Governors, Caretaker	Agenda item for appropriate meetings.
Ensure staff training, including first aid training, is in place to support needs of all children and adults.	Review needs and training	Adequate number of First Aiders in all key stages.	Headteacher	Annual Ongoing to meet changing needs
To ensure doors to rooms within school are clearly labelled and include the name in Braille.	School to purchase signage	Internal doors have a clear sign which is also displayed in Braille.	Headteacher, office manager, caretaker	By July 2017

CURRICULUM				
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCO to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum	Headteacher SENCO	On-going
To ensure that all children are able to access all out-of-school activities. e.g. clubs, trips, residential visits etc.	Commitment to include all children in all activities and events.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	Teachers/Visit or activity organiser, Educational Visit Coordinator (EVC)	On-going
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. e.g. special pencil grips, headphones, writing slopes etc.	All children will be able to work as independently as is possible.	Teachers SENCO	Review as part of SEND review
To meet the needs of individuals during statutory tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment, special access arrangements, will be applied for as necessary	Barriers to success will be reduced as far as possible enabling children to succeed with testing.	Headteacher SENCO Teachers	Annual.

WRITTEN/OTHER INFORMATION				
To ensure that all parents and other members of the school community can access necessary information.	Written information will be provided in alternative formats as necessary.	Parents with particular needs will have the same access to information as any other parent.	Business manager	As necessary
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone, or send home written report.	Parents with particular needs will be informed of their children's progress.	SENCO Teachers	Ongoing