

Lockerley C of E Primary School
Accessibility Plan 2024 - 2027

Rationale

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

In compliance with PARAGRAPH 3 of SCHEDULE 10 to the EQUALITY ACT, this plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DNA:

1. Increasing the extent to which disabled pupils can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of the education and associated services;
3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Purposes

1. Starting points
 - 1a. Vision and Values
 - 1b. Involvement
 - 1c. Information gathering
2. Main Priorities
 - 2a. Access to the curriculum
 - 2b. Improvement to the physical environment
 - 2c. Information in different formats
3. Making it happen
 - 3a. Implementation and action plans
 - 3b. Publication and reporting
 - 3c. Reviewing and revising the plan

Guidelines

1. **Starting points**
 - 1a. **Vision and Values**

Lockerley Primary School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life.

The school will

- Set suitable learning challenges
- Respond to pupils diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

The school aims to identify and remove barriers to disabled pupils in every area of school life and make all children feel welcome irrespective of race, colour, creed or impairment.

1b. Involvement

This will include:

- The views and aspirations of disabled pupils
- The views and aspirations of the parents/ carers of disabled pupils
- The views and aspirations of other disabled people or voluntary organisations
- The priorities of the local authority

1c. Information gathering from pupil data and school audit

Definition

The definition of disability is defined by the Disability Discrimination Act 1995 (DDA)

“A person has a disability 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 carry out normal day to day activities”.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long term and substantial effect on pupil's everyday lives. This includes pupils with ASC (Autistic Spectrum Condition), ADHD (Attention Deficit Hyperactivity Disorder) and linked with CAMHs (Child and Adolescent Mental Health) & other mental health agencies.

About 7% of children under the age of 16 may have a disability.

1c. Information Gathering

The school will use all available information and data to identify disabled individuals and use the data to support the accessibility plan.

Currently the data includes

- Entry details including parental information
- SEN audit
- Data collected on teaching staff
- School disability audit
- Advance information and consultation with pre-schools and Health Service to identify disabled pupils before they start school

School strengths and areas of improvement

Our areas of improvement

- Raised staff awareness of DDA and its implications

Our strengths are that

- There is a full access to the curriculum for disabled pupils and they are well supported
- The school building is all on one level and has good access for wheelchair users.
- The physical environment is easily accessible to all visitors and pupils, including those with disabilities.

Outcomes

- The school will also make detailed analysis of outcome data at the end of KS1 & KS2 to check the progress of these children
- Ensure these children are checked in senior leader monitoring
- Check the achievements of disabled children in extracurricular activities

2. Main priorities in the school' s plan

2a. Ensure inclusion of disabled pupils in the school curriculum

- Ensure that teachers and LSAs have the necessary training to teach and support disabled pupils.
- Ensure the classrooms are optimally organised for disabled pupils
- Ensure all lessons provide opportunities for all pupils to achieve
- Check all lessons are responsive to pupil diversity
- Provide that all lessons involve work to be done by individuals, pairs, groups and the whole class
- Ensure that all pupils are encouraged to take part in music, drama, art and physical activities
- Check that staff recognise and allow for the mental effort expended by some disabled pupils i.e. lip reading for a deaf child, physical exercise for some disabled children
- Ensure that all children can access computer technology
- Check that school visits are open to all
- Provide high expectations for all pupils
- Seek to remove all barriers to learning and participation

2b. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- Check the layout of areas allow access for all pupils
- Ensure that wheelchairs can access the whole building (within reason)
- Check that pathways around the school are logical and well signed
- Ensure emergency and evacuation systems in for all children, alarms being visual and auditory.
- Provide decor and signage suitable for all children that cannot be confusing or disorientating to those with visual impairment, autism or epilepsy
- Check that all areas are well lit
- Check to reduce background noise for hearing impaired children
- Ensure furniture is selected and located to suit all children

2c. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

- Provide information in simple language, symbols, large point, audio tape etc
- Braille for pupils who have difficulty with standard forms of print
- Ensure information is presented in user friendly ways to disabled pupils when working in groups
- Provide written information in different formats as required
- Ensure staff are familiar with technology and practices to support disabled pupils
- Check preferences expressed by the pupils or their parents.

3. Making it happen

3a. Implementation and action plans

In order to ensure that action is taken to meet the Accessibility plan priorities, Lockerley Primary School has drawn up an action plan to make things happen which outlines how the requirements of the plan will be met. The following action plans have been written using the Hampshire Self Audit Form and with advice of Hampshire's D.D.A advisory service

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Education and Related Activities

	Target	Strategies	Outcome	Timescale	Completed	Impact
Medium Term	Ensure compliance with DDA and Code of Practice	Staff & Governors informed of requirements and obligations of DDA and the Accessibility Plan	Staff meetings & Governor meetings all have equality agenda item	Termly		School complies with requirement of DDA and Code of Practice
Medium Term	Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum	Training of staff once additional pupils needs identified. Incorporation of targets into the SIP as soon as possible, ideally prior to start of a pupil	Staff will have confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum	As needed		Enable staff to increase their knowledge and understanding of needs of disabled pupils

Physical Environment

Long term	Regularly review emergency evacuation procedures for disabled pupils and visitors	Update evacuation plan to include disabled visitors. Develop PEEP for pupils as required	Individual Plan (PEEP) created as required	Yearly and as required		All individuals can evacuate safely. Disabled pupils, staff, visitors have an assigned adult to support the PEEP
Long term	Provide an environment where	Implement a phased approach to improving	Staff and pupils work closely	As needed		Provide an environment

	disabled and able bodied pupils work together without restriction based on teaching styles or learning environments	classroom and teacher knowledge around working with and differentiating for disabled pupils, prior to and once started	together with a clear understanding of the needs of all pupil needs across the school			where disabled and able bodied pupils work together without restrictions based on teaching styles or learning environments.
Provision of Information						
	Improve availability of written information in alternative forms	<p>Information provided for parents in clear print and 'simple' English</p> <p>Admin staff to support and help parents to access information and complete school forms</p> <p>School to use HCC services for converting written information into alternative forms - SLS, large font, reading books, braille texts, as required</p>	Admin officer, Head Teacher, SENCo, to contact appropriate services for assistance as required	As required		School able to deliver information to all pupils and parents with disabilities in an appropriate format

3b: Publication and reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Accessibility Plan, and to ensure that no adverse impact is occurring as a result of the actions. The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

3c. Reviewing and revising

This scheme will be reviewed and revised every three years
3 year period covered by the plan - March 2021 to March 2024

Policies linked to the Accessibility Plan

This plan will contribute to the review and revision of related school policies:

- Curriculum policies
- Building and Site development plans
- Single Equality Scheme
- Pay policy
- School Improvement Plan
- SEN & Inclusion policy