



School Accessibility Plan

2016 - 2019

Updated December 2016
PS Gabriel

Introduction

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.

This plan sets out the proposals of the Governing Body of Lancaster Road Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- 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. An action plan is attached showing how the school will address the priorities in the plan.

Rationale

Our Mission is to work together to provide a safe, caring environment which promotes excellence, encourages respect and ensures achievement, enabling each child to develop and progress with confidence. We aim to do this for all children regardless of race, cultural differences or disability.

Our commitment reflects the National Curriculum Inclusion Statement and clearly includes disabled pupils. All our staff aspire to:

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

In line with our Equal Opportunities policy we aim to treat every member of our school equally, including disabled pupils. We are committed to providing access to the life of our school for all our pupils.

Management of the Plan

The Curriculum and Buildings Committees will oversee the plan, which is then presented to the Full Governing Body. The Plan will be reported on annually in the School Profile.

The plan will be reviewed each year and revised every three years (or whenever significant changes occur, as part of the School Development Plan) by the Head teacher and school leadership team in conjunction with the Curriculum Committee, Buildings Committee and Governing Body.

Evidence considered during evaluation of the plan will include: verbal and / or written responses, reports from LEIS, assessment data, and comments from children.

The plan is directly linked to other legislation such as the school's SEN provision, DDA duties, equal opportunities and health & safety.

The Head teacher and senior management team are responsible for the implementation of this plan.

Timescales and funding are set out within each section of the plan.

School Accessibility Plan: Access to Curriculum	Overall Target: Access to Curriculum
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Current Situation/Critical Analysis	Supporting Evidence	Required changes (particularly learning and teaching)
<ul style="list-style-type: none"> 5 classrooms fitted with Soundfield systems 3 mobile Soundfield systems All classes fitted with brackets for mobile Soundfield systems Staff with BSL employed Soundfield systems underused in general practice. I-pads used to aid pupils with VI ASD training has been undertaken by teaching staff. Pupil support worker employed and Family Engagement worker employed from Sept 2016. VI pupil in school who will need braille in the future. New build extension provides 6 more classrooms, new hall and 2 group rooms. 	<ul style="list-style-type: none"> Classrooms Staffing audit i-pads and software in use Staff meetings Join Me software on i-pad 	<ul style="list-style-type: none"> New build classrooms to have mobile soundfield brackets fitted when necessary. Training on use of Soundfield to all staff. Updates on ASC training Braille notices to be used in school when appropriate. Braille machine to be provided to support curriculum.

Actions (including staff training needs)	Personnel / Role	Time scale	Costs £	Funding source	Success criteria/ Intended outcomes	Progress
<ul style="list-style-type: none"> Brackets fitted to new classrooms when needed for children with identified HI. 	PG/DA	Summer 2018	Minimal	SB	All classrooms have brackets	Termly Buildings meeting
<ul style="list-style-type: none"> Training on use of Soundfield equipment to all staff 	KC/JM	Ongoing	Nil		Soundfield systems being used regularly	Staff meeting reports termly.
<ul style="list-style-type: none"> ASD training updates to take place 	HR	April 2017	£800	SB / PPG	Staff are aware and use techniques to include ASD pupils in learning.	Staff share successes and ideas in staff meetings
<ul style="list-style-type: none"> Family Support / Engagement worker employed 	PG/JM/AC		£	SB / PPG	Staff are able to refer families for support and children helped to access curriculum. Self-referral forms available if	Report to Curriculum committee termly on impact and number of families worked with.

					families need support.	
<ul style="list-style-type: none"> Braille machine and other equipment to be purchased and member of staff to be taught how to use this. 	JM/TA/Specialist Teacher	Autumn Term 2016	Training if needed.	LA	TA trained in use of equipment. Child to begin to use braille to support learning.	Termly updates to SENCo.
Procedures for monitoring actions and impact			Intended impact (see overall target)			
<ul style="list-style-type: none"> Buildings committee to check on progress termly of Soundfield systems being put in place. Curriculum committee receive a report via SENCo about use of technology to aid access to curriculum, impact of PSW, FEW and impact of training for ASD. Specialist Teacher to check appropriate use of braille and VI equipment and report to SENCo. 			<ul style="list-style-type: none"> All HI children are able to access Soundfield system in every class. Benefits to all children in class being able to hear teacher more clearly. VI pupils use IT to access curriculum. ASC pupils access curriculum. Reduction in behaviour issues for children with ASC. Reduction in incidents of inappropriate behaviour. TA able to use new equipment to support VI children. VI child to able to access curriculum and begin to read and record inline with his ability. 			

School Accessibility Plan:		Overall Target: Physical Environment				
Current Situation/Critical Analysis	Supporting Evidence			Required changes (particularly learning and teaching)		
<ul style="list-style-type: none"> • New build programme to take school from 2 form to 3 form entry. • 6 new classrooms, 2 group rooms, new hall. • 2015 internal redevelopment Foundation Stage modification needed Autumn Term 2016. • 3 Sloping corridors. • Many classrooms have stepped access, including toilet areas. • Children's Disabled toilet sited in Nursery • Children's disabled cubicles. • 2 adult disabled toilets. • No stepped access to new build extension. • School has historical stepped access to many classrooms. • Steps painted with yellow paint. • Handrails fitted to some areas. 	<ul style="list-style-type: none"> • New build designs. • Disabled facilities in the new design. • Sound being carried between 2 classes in same room creating barriers to whole class teaching at times. • Steps painted annually or as required. 			<ul style="list-style-type: none"> • New build to be completed and opened for use by the school. • 1 Reception class to change rooms to improve access to curriculum due to noise from other class. • Previous feasibility studies have shown that the cost of removing sloping corridors and stepped access is prohibitive. • New build classrooms to have no stepped access. 		
Actions (including staff training needs)	Personnel / Role	Time scale	Costs £	Funding source	Success criteria/ Intended outcomes	Progress
<ul style="list-style-type: none"> • New build to have no stepped access. 	PG	Sept 2016	Included in build costs.	Basic Need	Ease of access to new build	New build meets statutory arrangements for access
<ul style="list-style-type: none"> • New toilets in new block have disabled access. 	PG	Sept 2016	Included in build costs.	Basic Need	Disabled toilet	Two adult disabled toilets on corridor and a disabled cubicle in boy's and girl's toilets.

<ul style="list-style-type: none"> RL transferred to alternative accommodation. 	PG/REC team	Sept 2016	No costs		Improved teaching opportunities in each Rec class.	Separate rooms for each Reception class.
<ul style="list-style-type: none"> Steps painted annually or as needed. 	Site Supervisor	Each Summer	Paint	SB	All steps are painted. Handrails are painted.	Termly Buildings meeting
Procedures for monitoring actions and impact			Intended impact (see overall target)			
<ul style="list-style-type: none"> Buildings committee to check on progress termly. 			<ul style="list-style-type: none"> Children will be able to access all areas in new build. 			
<ul style="list-style-type: none"> Teaching environment for Reception RH and RL to be checked Autumn Term. 			<ul style="list-style-type: none"> Children able to hear clearly during whole class teaching sessions with reduced background noise. 			
<ul style="list-style-type: none"> Steps to be checked termly to ensure clearly visible by Buildings committee. 			<ul style="list-style-type: none"> Steps to be clearly visible for those with VI to ensure their safety around school. 			

School Accessibility Plan:		Overall Target: Information				
Current Situation/Critical Analysis	Supporting Evidence			Required changes (particularly learning and teaching)		
<ul style="list-style-type: none"> VI child in school who will need to learn using braille in the future. 	<ul style="list-style-type: none"> EHC Plan in place. 			<ul style="list-style-type: none"> Braille signage around school 		
Actions (including staff training needs)	Personnel / Role	Time scale	Costs £	Funding source	Success criteria/ Intended outcomes	Progress
<ul style="list-style-type: none"> Staff employed to assist learning 	JM	Sept 16	£	SB + Higher Needs	Child accesses curriculum	VI teacher employed weekly to share advice.
<ul style="list-style-type: none"> Braille signage to be incorporated around school in an ongoing programme 	PG	Ongoing	£?	SB / HNF		
Procedures for monitoring actions and impact				Intended impact (see overall target)		
<ul style="list-style-type: none"> Buildings committee to check on progress termly. 				Child able to access all areas of school safely.		