



Lower Farm Primary School

Inspiring excellence through learning together

Statement:	Accessibility plan
This statement was approved:	
This statement will be reviewed:	
Governor committee responsibility:	Finance and Premises

At Lower Farm Primary School, our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there that we recognise everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

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.

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) The 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

Lower Farm Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Lower Farm Primary Schools Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- ❖ Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools 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 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.

Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum

Lower Farm has provision from the age of 2 years old. All children starting our school will have a thorough transition including home/nursery visits. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Walsall SEN team, health professionals and Educational Psychology Service, the SENCo manages the EHCP process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

The school's pastoral team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Hearing Impairment team
- SEN team
- Visual Impairment team
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Educational Psychology Service
- CAMHS
- GPs and paediatricians
- School Nursing Team

The school's governors, pastoral team, teachers, teaching assistants and lunchtime supervisors have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Hearing impairment
- Physical disability
- Visual impairment
- Specific medical conditions including asthma, eczema, ADHD, diabetes
- Specific learning difficulties including dyslexia
- Autism
- Speech, language and communication needs (SLCN)
- Emotional difficulties including attachment disorder or bereavement
- Physiotherapy

Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- Care, Guidance and Support Manager to access Early Help and other agencies, e.g. Young Carers, and provide counselling and support within the school
- SENCO
- SEAL small group work (Social and Emotional Aspects of Learning)
- Access to sensory and physical therapy teams
- iPads / access technology
- Range of literacy and maths interventions
- Specific Learning Difficulties (SpLD) interventions
- Access to ALL extra-curricular activities and clubs, art enrichment groups, school visits, residential and peripatetic instrumental tuition and appropriate risk assessment
- Stay and Play before and after school provision
- Medical Room and Paediatric First Aiders
- Outdoor learning
- Use of diagnostic assessments, e.g. British Vocabulary Picture Scale (expressive language), Dyslexia Portfolio, York Assessment of Reading Comprehension (Reading)
- Transition arrangements, planning and support

The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

Whole school training will continue to recognise the need for raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Current Actions: improving access to the physical environment of the school

This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

There are very few parts of the school to which disabled pupils have limited or no access to. The environment is continually enhanced through the school's building maintenance and redecoration programme.

Current Actions: Improving the delivery of information to persons with a disability

School staff are aware of the services available for converting written information into alternative formats.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- ❖ Behaviour Management Policy
- ❖ Curriculum Policies
- ❖ Emergency Plan
- ❖ Health & Safety Policy
- ❖ School Improvement Plan
- ❖ Special Educational Needs Policy
- ❖ Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

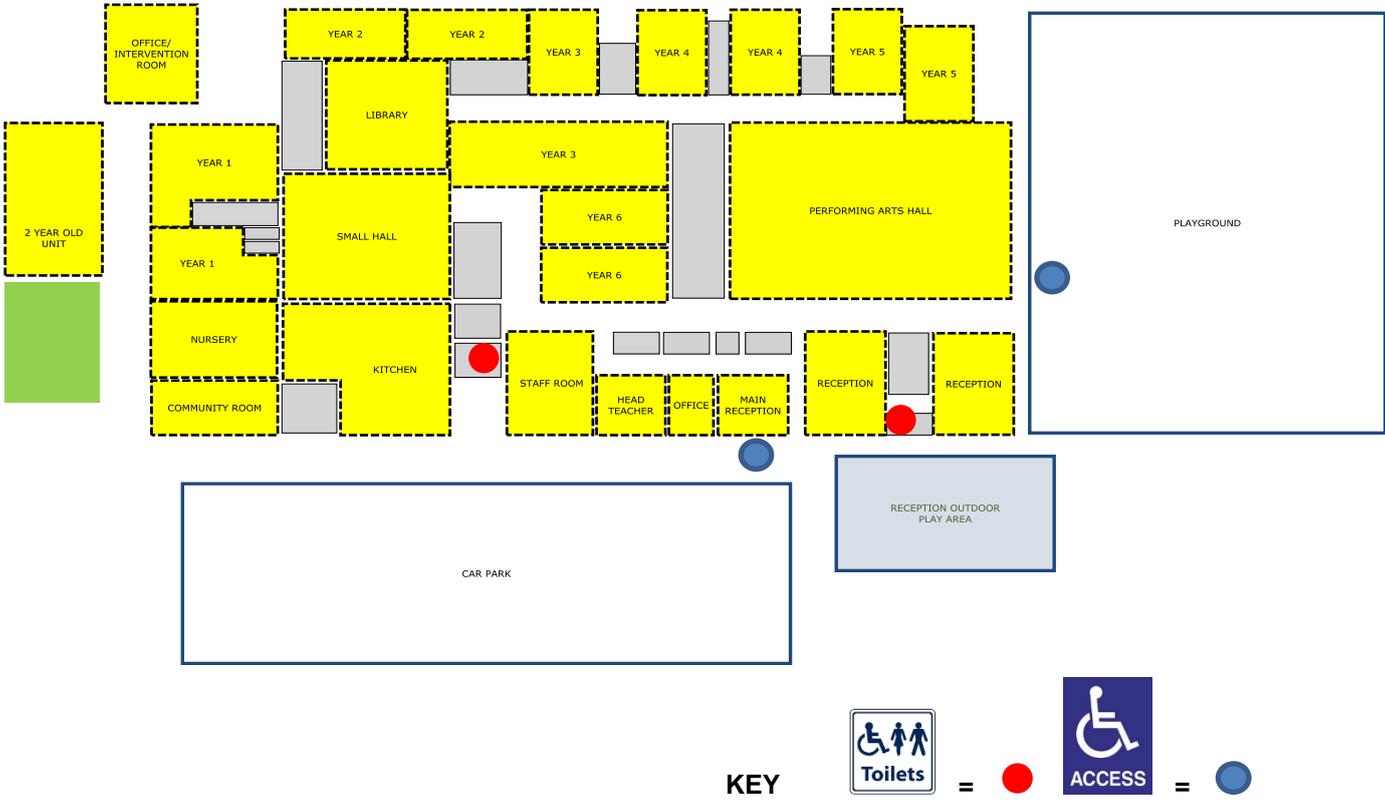
Date _____

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

The priorities for the Accessibility Plan for our school were identified by:

- ❖ The Governing Body
- ❖ Head Teacher
- ❖ SENCO
- ❖ School Business Manager
- ❖ Site Manager

A plan of the school buildings showing areas of accessibility is shown below:



LOWER FARM PRIMARY SCHOOL

ACCESSIBILITY PLAN

An Access Audit identified:-

Improving physical environment for the visually impaired

Access Report Ref.	Item	Action	Timescale	Priority	Responsibility	Cost	Success criteria
1.	External Steps	Mark steps with yellow highlighting paint in the following areas: All fire exits with steps	Immediate	High	Site manager		Steps are more visible to people with a visual impairment
2.	Hall steps	Steps to be painted white	Immediate	High	Site manager		Steps are more visible to people with a visual impairment
3.	Fire Exit Door	Yellow paint to door threshold	Immediate	High	Site manager		Fire exits are more visible to people with a visual impairment

LOWER FARM PRIMARY SCHOOL

ACCESSIBILITY PLAN

Schedule 21: Action Plan A – Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Responsibility	Cost	Success criteria
1	Corridor	Keep corridors clear from obstructions.	Immediate	High	All staff	None	All pupils, staff and visitors have safe access throughout school
2	Wheelchair access to main school building	Enable wheelchair users to access KS1 playground independently	Immediate	Medium	Site manager	None	All pupils, staff and visitors have access to KS1 playground independently
3	Disabled parking	Space to be provided	Immediate	Medium	Site manager		Parking available next to the school's entrance to ease movement into the building.
4	Disabled Toilet	In place in Reception and First aid room, Consider putting in one as part of future renovations	Ongoing	Low	Site manager		Pupils, staff and visitors with physical disabilities have access to a disabled toilet
5	Changing and Shower facilities	2 shower and changing facilities	Ongoing	Low	Site manager		Access to changing and shower facilities if necessary or appropriate

Schedule 22: Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Responsibility	Cost	Success criteria
1	Classrooms are organised to promote the participation and independence of all pupils	Inclusion leader to carry out an audit of resources to ensure that lessons are planned to meet the needs of all pupils in the class.	Summer Term 2017	High	All staff, overseen by SLT		Increased access to the physical environment and to all aspects of the curriculum.
2	Training for staff on increasing access to the curriculum for disabled pupils	Staff meetings SENCO support within the classroom	Ongoing	Continued from last accessibility plan	SENCO		Increased access to the curriculum. Needs of all learners met
3	Appropriate use of specialised equipment to benefit individual pupils and staff	Dyslexia based resources, initially	Dec 2017	Medium	SENCO		Increased access to the Curriculum. Needs of all learners met
4	Develop inclusive, quality first teaching with suitable differentiation, challenge and resourcing	Information for teachers on differentiating and personalising the curriculum for pupils with additional needs SLT to monitor quality of differentiation and provision for SEND pupils.	Ongoing	Continued from last accessibility plan	All staff, overseen by HT SENCO		Increased access to the curriculum. Needs of all learners met within reasonable adjustments. Lesson observations show that all children make progress within lessons

Schedule 23 Action Plan C – Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Responsibility	Cost	Success criteria
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing	High	SENCO and administration staff	Not applicable	All written documentation is accessible for all, despite difficulties with reading the English language.
2	Review documentation on website to check accessibility for parents with English as an Additional Language, or Dyslexia	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language, or Dyslexia.	Ongoing	Medium	SENCO, deputy head teacher and Head teacher.	Not applicable	The website is accessible for all, despite difficulties with reading the English language.

