



ACCESSIBILITY POLICY & ACTION PLAN

2020 – 2023



At Lavant C.E. Primary School we acknowledge that in all aspects of school life it is unlawful to discriminate, without justification, against pupils with a disability and prospective pupils.

We believe that all pupils should have the same opportunities in their access to education, in line with the Special Educational Needs and Disability Act SENDA 2002.

Lavant C.E. Primary School makes all children feel welcome irrespective of race, colour, creed or impairment.

As such with the support of the local authority we aim to improve their accessibility for pupils with disabilities (as defined by the Act) in the following three main areas (strands), by:

1. Increasing the participation of pupils with disabilities in the **school curriculum**;
2. Improving the delivery to pupils with disabilities of **written information** provided to pupils who are not disabled; and 3. Improving the **physical environment** of schools, to enhance the access of pupils with disabilities to education and associated services.

Written: Summer 2020
Reviewed: Spring 2022
Review: Spring 2023

Background

Under the Equality Act 2010, schools should have an Accessibility Action Plan. The Act 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 Action Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. The 2017-20 accessibility action plan will be appended to this document.

School Ethos

Lavant C.E School will preserve and develop its Christian character in accordance with the principles of the Church at the parish and diocesan level.

The school aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning of faith and promotes Christian and British values through the experience it offers pupils

The ethos of the school promotes the spiritual, moral, cultural, emotional, social and academic progress of every child. We strive for a safe, secure and positive learning environment, in which all learners can thrive.

Purpose of Plan

This plan shows how Lavant C.E School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. Schools are required to produce and publish an accessibility plan as part of their commitment from the Equality Act 2010.

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

School values

As a school, Lavant is very inclusive and seeks that every child and member of the school community can access the full wealth of experience that our school's provision can offer. Our values and aims reflects our commitment to ensuring a high quality education for all backed by our own strong moral purpose.

Development of the plan

Our plan has been written with the whole school community in mind and takes account of evidence sourced from children, parents, community, staff, Governors and external agencies. The plan will be shared via our school website and will be monitored on a yearly basis by the Headteacher and Governors.

Adherence to this plan will be expected in all areas of school life regardless of any subject or area in consideration and training will be provided for staff in any key areas deemed appropriate by the SENDCO, Headteacher and Governors.

Advice and Support

In implementing this plan both internal knowledge and skills and external ones will be utilised to bring about the best results. We have strong links with a range of external agencies and work in partnership with them to meet the needs of our school community. Should there be any complaints or concerns regarding this plan these should be addressed initially to the Headteacher if informal or for formal complaints via the agreed complaints procedure which is available via the school website

Lavant C.E. Primary School Accessibility Plan 2020 - 2023

1. Increasing the extent to which disabled pupils can participate in the school curriculum					
	Task	Success Criteria	Resources	Timeframe Key People	Outcome
Short Term	To ensure that all children can access all aspects of the P.E. Curriculum.	All children will have full access to the P.E. Curriculum	Financial commitment for training and additional resources Sports grant	Autumn 2020 Adrian King Abi Kern	<i>Training provided for sports coach in use of radio aid for pupil with cochlea implants</i>
	To provide CPD for all teachers 'Adapting the curriculum for children with SEND'	Barriers to learning removed by appropriate adoptions to curriculum	Training cost £280 Supply £60	Autumn term 2022 Adrian King Jane Everard	
Medium Term	To include accessibility as an aspect of the Governor's 'Resources' Committee Meetings annually.	Governor's will be able to prioritise works and funding. There will be improved access to the NC for disabled pupils.	Include on Governor's 'Resources' Committee Meeting Agenda annually and Report Back to F.G.B.	Autumn Term 2020 Adrian King & Subject Leaders Annually	<i>In place from September 2020</i>
Long Term	All staff to maintain and develop further the school ethos of inclusivity in all curriculum areas.	Confident staff and consistent approach. All children will have access to the NC	Continue to build on existing good practice. Training workshops using outside agencies if appropriate.	2020 –2023 as part of the 3 year plan.	<i>Use of voice recorders introduced. Speech recognition software introduce for children with specific difficulties recording written work</i>

Ongoing	Monitoring of appropriateness and effectiveness of differentiation in each NC area - Build into existing monitoring arrangements To ensure pupils medical and physical conditions, along with any special requirements are communicated effectively.	Teachers will be able to meet the needs of pupils with disabilities. The responsibilities of individuals will be clear and communication effective.	School Secretary to ensure staff are aware of data on SIMS and needs of children as they transfer.	All Staff Annette Stenning	<i>To be discussed with staff as part of lesson observations and progress meetings termly.</i>
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2. Aids to accessing education and information

	Task	Success Criteria	Resources	Timeframe Key People	Outcome
Short Term	To complete an audit of pupils' physical and sensory conditions along with any special requirements.	Knowledge of pupils' conditions will have increased and awareness of needs raised. Difficulties and resource shortcomings highlighted and addressed.	SENCO to update and seek advice from LA Support Services - Review when necessary at PARM.	Autumn Term 2020 Jane Everard	<i>Pupils with impairments identified and shared with all staff (Sept 20)</i>
	To run Dyslexia Gold intervention 3 x weekly for identified children	Pupils have access to DG at home and at school. Improvement in processing skills, visual memory and spelling.	Dyslexia Gold programme	Sharon Jones From Autumn 22	
Medium Term	To ensure staff are aware of the range of equipment and	Staff will be more knowledgeable about how to match	SENCO to seek advice	Termly Jane Everard	<i>Equipment used have include Laptops, Speech recognition software,</i>

	resources required and available.	equipment/resources to a variety of needs. There will be an increased opportunity for pupils to improve in their learning.	from partner agencies.		<i>wobble cushions, Radio mike for pupil with cochlea implants Training provided for all staff to support children with hearing impairment (Sept 20)</i>
	To achieve the Dyslexia and Dyscalculia Inclusive Practice Award (DDIPA)	Effective provision ensures children with Dyslexia and Dyscalculia have good access to learning and are making strong progress	3 days training for two members of staff INSET and staff training 22/23	AK and SJ training summer 22 Whole school training 22/23	
	To provide individual Laptops for every pupil from years 1 – 6	Laptops are accessible to all pupils to access online learning platforms, internet and word processing programmes	Business 2 Schools Laptops	Rollout from Sept 2022 starting with upper KS2. Adrian King Sally Steel	
Long Term	To establish a resource bank of equipment and special resources to meet the educational needs of pupils. To improve the range of media in which information is available to parents and pupils.	A range of equipment and resources will be available and in use. School information & payment methods will be available in a variety of formats. There will be improved access to education and information.	Online learning platforms	Ongoing Jane Everard Annette Stenning Sian Kemp	<i>Online learning platform in place for every class. (Tapestry and Seesaw) Class emails established Autumn 20 Online payment and card reader purchased for ease of payment.</i>

3. Improvements to the physical environment					
	Task	Success Criteria	Resources	Timeframe Key People	Outcome
Short Term	To link findings of the audit of pupils' physical conditions and special requirements with planning for improvements to the physical environment.	Awareness raised and if necessary adaptations or modifications to building made.	Devolved Formula Capital Grant	Annually Chair Resources Committee	<i>Visual flashing lights added to new fire alarm system installed summer 20 to assist pupils with hearing impairment.</i>
Medium Term	To maintain implementation of plan for improving physical accessibility. To liaise with all stakeholders involved in education including the local authority through the P.D.P. Meeting.	There will be improved access to buildings and facilities. There will have been adaptations and modifications to the building and premises to cater for pupils with disabilities as needed.	Devolved Formula Capital Grant	Ongoing. Chair of Resources	<i>2020PDP meeting not held due to COVID-19 Next PDP meeting to be held on 29th June 21</i>
Long Term	Explore viability of installing a shower cubical in school for children with additional physical needs. Explore viability of building an additional room / cabin to provide space for pupils to take time out /learning mentor space / parent workshops / specialist providers.	Children with bowel conditions able to be cleaned in school if required School is able to extend provision to support pupils with physical impairments / mental welfare issues. Support to be extended to wider family members.	Grant DFCG	Adrian King Chair of Resources	Funding secured for outside classroom. More detailed costings and plans to be drawn up Spring / summer 23

Overall responsibility for the school's accessibility plan lies with the governing body, but improving access for disabled pupils requires everyone at the school to understand the duties in the DDA (Disability Discrimination Act 1995) and apply this knowledge in their own area of responsibility: the head teacher, class teachers, teaching assistants, the SENDCO, the caretaker, office staff and governors themselves.

The governing body and oversight of the school accessibility plan.

Key responsibilities for the school's accessibility plan rest with the governing body of the school. The governing body should set priorities relating to their responsibilities for the plan. They might consider:

- the school's vision and values for disabled pupils;
- how the governing body oversees the school accessibility plan and sets a clear direction for it;
- how the governing body assures itself that the plan is being implemented and that it is making a difference;
- how and when the school will review and revise its plan, including how anyone might contribute to that process;
- a mechanism for the evaluation of the plan and built-in outcomes that can inform the evaluation;
- a variety of evidence that can be used in the evaluation of the plan;
- how they report to parents on the success of the plan.

Resources

Human and financial resources that are necessary to support the plan will come from:

- the devolved formula capital grant.
- the delegated budget.

Evaluation of the Plan

The evaluation of the school's plan needs to address two main questions:

- have we done what we said we would do?
- has it had any effect?
- The plan will be evaluated yearly by the Premises H & S Committee, and updated regularly by the headteacher.