



Accessibility Policy & Plan

**Updated
December 2017**

Introduction

This Accessibility Policy and Plan has been drawn up in compliance with current legislation and requirements as specified in Schedule 10 (accessibility for disabled pupils) of the Equality Act 2010.

Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Objectives

At Ladywood Primary School we are 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.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Over time we will ensure the accessibility of provision for all pupils, staff and visitors to the school. This Accessibility Plan will cover a three year period and will be reviewed and updated annually, or more frequently if a new accessibility issue is identified.

Accessibility Planning

The Accessibility Plan will outline any actions needed to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in extra-curricular clubs, leisure and cultural activities or visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to 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 events. The information should be made available in various preferred formats within a reasonable time frame.

Actions relating to the physical accessibility of the school, which may due to their nature, not feasibly be completed during a 3 year plan may therefore roll forward into subsequent plans. An audit will be carried out prior to the end of each three-year period in order to inform the development of a new plan for the following period.

Complaints

The School's Complaint procedure should be followed for any complaints regarding the school's Accessibility Policy and Plan.

Monitoring & Review

A copy of this Accessibility Policy and Plan will be published on the School's website. Progress against the identified actions will be monitored by the Governing Body and may also be monitored by Ofsted as part of their inspection cycle.

Accessibility Audit

The following areas have been considered as part of the school's accessibility audit. The audit was last completed in September 2017 by the Headteacher and Business Manager, the results form the basis of the school's current accessibility plan.

	Yes/ Complete	In progress	Under Discussion	Not yet addressed
Are visits made accessible to all pupils irrespective of attainment or impairment?	✓			
Are clubs and activities open and accessible to all pupils?	✓			
Do teaching and support staff have the necessary training to teach and support disabled pupils?		✓		
Do staff recognise and allow for the mental effort expended by some disable pupils, e.g. when using lip reading?			✓	
Do staff recognise and allow additional time required by some disabled pupils to use equipment in practical work?	✓			
Are there high expectations of all pupils?	✓			
Do staff seek to remove all barriers to learning and participation?	✓			
Are all classrooms organised in the most appropriate way for disabled pupils?	✓			

Does the size and layout of all areas allow access for all pupils?	✓			
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs?	✓			
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		✓		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?				✓
Are areas to which pupils should have access well lit?	✓			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?				✓
Is furniture and equipment selected, adjusted and located appropriately?	✓			
Does the serving of school meals cater for special dietary requirements?	✓			
Do lessons provide opportunities for all pupils to achieve?	✓			
Are lessons responsive to pupil diversity?	✓			
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓			
Are all pupils encouraged to take part in music, drama and physical activities?	✓			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓			

Do you provide access to computer technology appropriate for students with disabilities?	✓			
Is consideration given to any additional support required for assessment arrangements?	✓			
Is consideration given to the support needed by pupils to prepare them for transition to secondary education?	✓			
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓			
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?	✓			
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓			

**Ladywood Primary School Accessibility Plan
September 2017**

Action Type/ Reference	Item	Activity	Priority	Timescale	Estimated Cost
Physical Access 1	External Steps	Consider marking steps with yellow highlighting paint in the following areas: Covered walkway Corner Year 4 Bungalow	Low	Sept 2018	£100
Physical Access 2	Wheelchair access to bungalow	Ensure refurbishment plans include wheelchair access, preferred route through front door into hallway to enable easy	High	Jan 2018	Whole project cost approx. £57,000
Physical Access 3	Wheelchair access route to bungalow	Install additional signage to driveway Extend pathway to provide pedestrian access Mark out zebra crossing	Medium	Sept 2020	£5000
Physical Access 4	Keep corridors and walkways clear from obstructions	Ongoing monitoring	High	Ongoing	None
Curriculum Access 5	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils	High	Ongoing	No additional cost
Curriculum Access 6	Ensure needs of hearing impaired pupils are being met	Work with HI service to identify and implement recommendations	High	April 2018	To be identified

Written Information 7	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	Low	Ongoing	Not yet applicable
Emergency procedures 8	Upgrade alarm system to support HI pupils	Consider upgrade/installation of visual alarm system	Medium	Jan 2019	To be identified