



Framework Federation Schools

Lea Primary School & Wessington Primary School

Accessibility Plan for Lea Primary School & Wessington Primary School

Issued: October 2018

Accessibility Plan

Introduction

Lea Primary School and Wessington Primary School are committed to ensuring equal treatment of all its children, employees and any other involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures and practices or accessing any of the services the school provide.

We aim to maintain a culture of inclusion and diversity, in which disabled people are able to participate fully in school life. The achievement of disabled children will be monitored, and this data used to raise standards and ensure inclusive teaching. Reasonable adjustments will be made to make sure that the whole school environment is as accessible as possible. We believe that diversity is strength, which should be respected and celebrated by those who learn, teach and visit the school.

Definition of Disability

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 or her ability to carry out normal day-to-day activities.

Current range of known Disabilities:

The school has children with a range of disabilities to include moderate and specific learning disabilities.

At September 2018:

- Asthma
- Eczema
- Allergies – including those requiring Epi-Pens
- Dyspraxia
- Developmental delay
- Autism
- Dyslexia
- Impairment (Lea)

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

Action Plan

Area 1: Access to the Curriculum

Action	By Whom	When	Monitoring	Results to	Success Criteria
Ensure that teachers and Teaching Assistants have the necessary training to teach and support pupils with SEND	SENCO and Headteacher	When necessary. As part of Teaching Assistant Training programme	SENCO and Headteacher through discussions with staff, pupils and parents.	Teaching & Learning Committee and SEN Governor.	All staff will be appropriately trained and aware.
Teachers planning (including IEPs) to include opportunities for all pupils to take part and achieve.	All staff	Medium-term plans to show differentiation. Weekly plans to show evidence of a range of teaching and learning styles.	Termly planning checks and lesson observations	Outcome of monitoring fed back to staff.	All pupils will have access to a curriculum which they can take part and achieve their potential.
All out-of-school activities are planned to ensure the possible participation of all pupils.	All staff	Ongoing. Check all out-of-school provision to ensure compliance with legislation that will allow all pupils to take part	Headteacher	Governors	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.
Ensure all visits are made accessible to all pupils.	Headteacher, Class teacher and Educational Visit Co-Ordinator.	All visits are planned in advance.	Headteacher	Headteachers Report to governors.	All pupils will be able to access all planned visits.
Ensure ICT equipment (hardware and software) is appropriate in supporting all pupils needs.	ICT Subject Leader, SENCO, support agencies.		Staff to report known needs to SENCO/ICT Subject Leader. Also through IEP reviews.	Headteacher and SENCO	The school's ICT equipment will support a wide range of pupil needs.

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Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils.	Headteacher, SENCO	When necessary, ensure that classrooms have the right layout and technology to ensure that all children can learn.	Headteacher and SENCO	Reviewed at pupil review meetings. Ongoing.	Lessons will start on time without the need to make adjustments to accommodate the needs of individuals.
Improve access around the school for wheelchair users, with particular attention to ramps and external doors.	Headteacher, SENCO, Health & Safety Co-ordinator	a) As specific needs arise. b) As refurbishments are planned.	Headteacher, Health & Safety checks and annual inspection. Resource Management Committee.	Governors	Free movement around the premises for wheelchair users.
Review signage provision around school to meet needs of pupils.	Headteacher and Health & Safety Co-ordinator	a) As specific needs arise. b) As refurbishments are planned	Headteacher, Health & Safety checks and annual inspection. Resource Management Committee.	Governors	Clear signs, logical routes around school, relevant to all needs.

Area 2: Access to Information

Action	By Whom	When	Monitoring	Results to	Success Criteria
Review information to parents/carer to ensure it is accessible.	Headteacher, Office staff	Provide information and letters in clear print and 'simple' English. School office staff will support and help parents to access information and complete school forms, if required.	Headteacher and all staff.	Governors.	All parents receive information in a form that they can clearly access.
Ensure that we ask for access needs of all staff, pupils, parents, carers when joining school.	Part of the school application process (Pupil Update form/Staff Update form)	Upon recruitment of new staff and upon admission of new pupils.	Headteacher and all staff.	Governors.	Access needs of all attending, working, and visiting school will be met as far as possible.
Provide information in other languages for pupils or prospective pupils if requested.	Headteacher, Office staff	As need arise. The school will make itself aware of the services available through the Local Authority for converting written information into alternative formats and different languages.	Headteachers	Governors.	The school will be able to provide written information in different formats, if required, for individual purposes.

Main Priorities in the School's Plan

We take advice and support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils
- There are high expectations
- There is appropriate deployment and training of learning support staff.
- Disabled pupils have access to extra-curricular activities.

Monitoring and Review

The Headteacher monitors this policy and reports to the Governing Body on the effectiveness of this scheme on a regular basis and makes recommendations for further improvements.

Date Approved:	14th November 2018
Minute No:	Rm 10/11.18
Signed:	N. Glat
Position:	Chair Rm Committee