



The Lea Primary School and Nursery

Accessibility plan

Policy Sign off

Reviewer	Date	Approver	Date
Caroline Thomas	Sept 2021	FGB (statutory)	Sept 2021
Next Review		Sept 2024	

The Lea Primary School and Nursery Accessibility Plan 2021

This policy should be read alongside our SEND Policy

This Accessibility Plan is compliant 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 on progress of the Accessibility Plan.

Realising a child's potential is central to all we do at The Lea Primary School and Nursery and our four values of Kindness, Pride, Respect and Ambition reflect this. This accessibility plan relates to all aspects of the physical environment of the school site, the curriculum and written information so that all pupils regardless of and disability can access all aspects of our curriculum and wider activities including after-school clubs and wrap-around provision

Definition (Equality Act 2010)

"A person has a disability if he or 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". Physical or mental impairment includes sensory difficulties as well as hidden impairments.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, autism, speech and language impairments, specific learning difficulties, Attention Deficit (Hyperactivity) Disorder (AD(H)D), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Physical Access

- One Disabled Parking Space in the main car park
- All parents are asked if they require access arrangements for Parents' Evening and or other visits.
- Accessible toilet facilities available throughout the school including disabled toilet that has a nappy changing station for those pupils not yet fully continent (see intimate care policy).
- Space for small group work and individual work for targeted learners in the Group Room, Resources Room.
- A Sensory Walk for those needing activities to help their sensory processing and rebalance
- A calm area to chill and rebalance due to emotional dysregulation
- An environment that is safe and welcoming including decluttered classrooms with limited and relevant displays to aid learning following and Environmental Audit in consultation with the Communication and Autism and Educational Psychology Teams .
- School visits take into account students with disabilities, visits are planned for in advance with individual risk assessments undertaken in addition to group ones.
- All areas of the school accessible by wheelchair
- Clear visual signage in place
- A Personal Emergency Evacuation Procedure (PEEP) will be drawn up for pupils with additional needs (i.e. physical, hearing, visual impairments).

Written information

- Visual timetables are displayed in every classroom using agreed and consistent symbols and individualised ones provided to pupils identified as needing them in consultation with the pupil and parents
- All information from Parents Information Evenings is placed on the website including videos for those not able to attend or as virtual information due to pandemic restrictions
- The Accessibility Plan is placed on the website
- Translate software is provided on our website for those parents whose first language is not English
- For those who have difficulties reading, we ensure that they receive the information verbally face to face or by telephone

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. We have an on-going programme of whole school training which encompasses accessibility including Mental Health Awareness, SEND support, STEPs therapeutic approach and Safeguarding which ensures that for staff and governors are kept up to date on equality issues with reference to the Equality Act 2010.

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

- Teaching and Learning Policy
- Equality and Diversity Policy
- Health & Safety Policy (including off-site safety)
- Inclusion Policy
- Behaviour Policy
- School Improvement Plan
- Intimate Care Policy

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

This Accessibility Plan will be resourced, implemented, reviewed and revised in consultation with:

- Headteacher and SENCO
- Governors

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

We are committed to providing an environment that enables full curriculum access that values and includes all students, 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 reinforcing our culture of inclusion, support and awareness within the school.

The Accessibility Audit

The governing body will undertake an Accessibility Audit in line with the three year review of this document. The audit will cover the following three areas:

- **Access to the curriculum** – the governing body will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing body will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing body will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing body will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism, specific learning difficulties and memory and processing

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions to be undertaken will be detailed in the Accessibility Plan.

Access to the curriculum

Target	By whom	Outcome	By when
Soundproofing to KS2 classrooms	SBM	Reduced noise disruption from adjoining classrooms has improved concentration for some pupils.	2018

Physical Access

Target	By whom	Outcome	By when
New changing table for pupils	SENCO	All children are treated with respect and dignity when intimate care is given. No child should be attended to in a way that causes distress, embarrassment or pain.	Sept 2021

Access to written information

Target	By whom	Outcome	By when

Purchase two scanning pens for dyslexic pupils (funding donated by parent)	SENCO	Pupils with dyslexia will have opportunity to use scanning pens to assist their reading in class.	Oct 2021