



**LAWFORD C OF E VA PRIMARY SCHOOL**

**ACCESSIBILITY PLAN 2021 – 2024 (updated Mar 23)**

**‘High quality learning and caring together in an encouraging Christian environment.’**

### **Accessibility Scheme and Plan Vision**

All schools are required under the Equality Act 2010 to have an accessibility plan. The Equality Act 2010 and Schools document (May 2014) states:

Schools’ duties around accessibility for disabled pupils

4.28 Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

4.29 Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

4.30 Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school improvement plan.

## **Information about Pupil Data**

### **Pre-school Transfer**

Information regarding the needs of incoming children is gathered initially from their pre-school or nursery teachers before transition into the Foundation Stage. This includes details of any disabilities which might impact on any child's learning and full participation in school life. This is supplemented by details from parents regarding any medical conditions, disabilities and medication.

### **Register of Special Educational Needs and Disabled Pupils**

This is held by the school and is confidential to the teaching staff and other employed adults who need this information. Below is a more general list showing that the school currently caters for pupils with:

- Processing delays
- Development delay
- Moderate learning difficulties
- Specific learning difficulties (including dyslexia and dyspraxia)
- Speech and language difficulties
- Autism
- Epilepsy
- SEMH difficulties
- Asthma
- Hearing impairments
- Food intolerances
- Hyper mobile joints
- Complex physical needs

Information about each pupil and their needs is provided for all staff, along with training where required. Specialist teachers visit the school and advise the SENCo, pupils, teachers and parents on how barriers to learning can be overcome and/or how to create a safe environment: this is evident in their Individual Care Plans (ICPs) or Education and Healthcare Plans (EHCP) where these are required.

For pupils with a special need or who are coping with a disability, their views and aspirations as well as that of their parents will be formally gathered annually, and/or as part of an ICP and an EHCP review to establish what is going well. This includes the opportunity to express any concerns or queries they may have regarding their child's progress and the provision in place for them. During the development of this plan, staff, governors, pupils and their parents are invited to give their views on how the school could improve accessibility for its disabled population. This information informs the accessibility plan and identifies new priorities for the school in this area.

### **The Implementation Strategy**

Responsibility for the implementation of the plan and scheme lies with the Governing Body and Senior Leadership Team who will investigate funding opportunities and monitor the plan and scheme in terms of timescale.

### **Positive Attitudes to Disability**

We aim to promote tolerance and understanding with respect to the diversity of our community. The school has therefore set the following priorities for the development of the vision and values that inform the plan as detailed above with a commitment to taking a pro-active approach to making reasonable adjustments involving current and subsequent identified needs of disabled persons in the full knowledge:

“That while many individuals have physical or sensory impairments, learning difficulties or are living with mental health problems, it is in many cases the way society responds to these attitudinal and environmental barriers which can increase the level of disadvantage and not the disability itself.” The school will identify all staff development needs in order to promote disability awareness and the acquisition of skills to respond positively to all members of the community with a disability.

Within the curriculum, positive attitudes to disability will be encouraged within PSHE lessons and through whole school and class assemblies to support the recognition and celebration of diversity.

### **Statutory Duty with regard to Equal Opportunities**

The school will take steps to ensure it delivers equality of opportunity and eliminates discrimination through the Accessibility Plan, School Improvement Plan, associated school policies and school prospectus of the Governing Body



## LAWFORD C OF E VA PRIMARY SCHOOL

### ACCESSIBILITY PLAN SUMMER 2021-2024

1. This Accessibility Plan has been drawn up in consultation with parents, staff and governors of the school and covers the period from Spring 2021 – Spring 2024.
2. We are committed to providing a fully 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.
3. Lawford C of E Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - Improve 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. Where appropriate and considerable cost will be incurred the school will apply to the LA for possible grants.
  - Increase access to the **curriculum** for pupils with a disability, expanding 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 after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
  - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events.
4. Attached is the action plan, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.
5. The plan will be monitored through the Standards and Resources Committees of the Governors.



# **LAWFORD C OF E VA PRIMARY SCHOOL DISABILITY ACCESS PLAN SPRING 21 – SPRING 24**

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
<b>ACCESS TO CURRICULUM</b>  Ensure access to mobile computer technology appropriate for pupils with disabilities.	In line with SIP – aim to develop 1:1 Devices for all in KS2 – aiming at year group per year. Over the next 5 years. Costs based on LGfL Bridge the divide devices.  Additional devices to be procured where required in KS1.	Class set a year	c. £4000 pa	Computing lead and HT	HT Resources committee	Children able to access work /instructions using online tools e.g. Immersive reader dictation tools Word online – changing font and colour backgrounds
<b>ACCESS TO CURRICULUM</b>  Reflect identified areas of need in lesson planning and delivery to enable all children to operate at the level they are capable of ensuring disability does not inhibit their performance or outcomes	Incorporate resources to support individual needs into all planning, e.g. coloured overlays, coloured background for IWB, left-handed grip pens, dyslexic friendly exercise books, enlarged texts (especially in test) Modified papers Ongoing programme of staff training in disability awareness to reflect diverse needs of children across the school.	Ongoing  Ongoing CPD as identified through annual CPD programme	£150 per class  £500	All staff  Teachers, LSAs, TAs	SLT  SEND Link Governor  SENCo	Improved access to all areas of the curriculum and testing/SATS for all pupils enabling them to fulfil their true potential.  Individual needs are met – educational psychologists recommendations are put into practice  Staff feel skilled in meeting the needs of, e.g. children with dyslexia, autism or medical needs

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
<b>SCHOOL BUILDINGS</b>  Ensure that access to school buildings and site can meet diverse pupil needs, especially those with medical and accessibility needs	All buildings to be wheelchair accessible.  Facilities for intimate care to be maintained  New build – lift in design to be completed Aug 21	Ongoing	Annual check of lift and raised changing bed. £500	HT and Premises Manager	Resources Committee	Access to school buildings and site is improved and accessible by all.  Children and adults feel included and can go about their daily life without obstruction or issues.
<b>CLASSROOMS</b>  Ensure that classrooms are optimally organised for disabled pupils and pupils with medical needs (within current budget restraints)  Identify place for children to experience peace and calm.	Plan classrooms in accordance with pupil need, for example, workstations for children with autism.  Organise resources within classrooms to reflect pupil need.  Incorporate accessibility into any proposed structural changes.  Provide quiet area within the school, for example, sensory room – included in plans for new build	Ongoing  Sensory room in the new building as at October 2021	£500 pa	All class teachers  SENCO  SLT  Governors	GB	Appropriate use of resources for diverse needs of pupils with disabilities to enable all children to feel included.  To have a space away from the general hubbub of the school day; a physical space and calming environment.

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
<b>Parking</b>	Ensure school maintains disabled parking. Current bay via Long Road - repainted once Building works completed New bays located in Lawford Green Carpark for new site entrance.	Ongoing  Parking at rear of the building is rarely used/full.	£300	Caretaker	Resources Committee	Buildings are suitably accessible for blue badge holders.

#### Physical environment:

The list below is not exhaustive and other items may become apparent. When allocating priority ratings due consideration has been given to the individual pupil/member of staff and the general public.

Area	Recommendation	Priority	Cost	Timescale/Achieved
Entrance (new build led by Essex CC)	<ul style="list-style-type: none"> <li>❖ Consider automatic opening to the door to reception</li> <li>❖ New entrance access pads to be at disable access height – part of new build.</li> </ul>	D	CC	Sep 21
Toilets	<ul style="list-style-type: none"> <li>❖ The children's toilets have push taps - consider paddle type. New build set by the new project and Essex standards.</li> <li>❖ Driers to be at height accessible for those in wheelchairs when installed by school in new build</li> </ul>	C	OG	New build are on sensors – Sep 21. Other taps will be replaced as required.
Internal Building Original building	<ul style="list-style-type: none"> <li>❖ Access &amp; egress from the 4 lower school classrooms are all with a step. Not suitable for wheelchairs.</li> <li>❖ Same for the double doors: long corridor by the cleaning cupboard</li> <li>❖ Reception desk height is not suitable for wheelchairs users and may need modification</li> </ul>	D	CC	3 lower school classrooms are accessible and will be used – EYFS has ramp to one of classrooms (Sep 22)

Area	Recommendation	Priority	Cost	Timescale/Achieved
	❖ Consider the use of the alternative blue kick plates, push pull door furniture.			Access to building via 'the studio is possible'.
Furniture	❖ Some public seating to be suitable – currently all is too low and have no arm rests	C	OG	Arm rests available in hall and in HT office and room next to SENCo office - Oct 21.
Walls	❖ When repainting classrooms and corridors consider different tones/tints to achieve a minimal light elective value of 30 points	C	OG	Scheme in old building will be matched to the new (which is compliant) on a rolling programme.
Training	❖ Improve disability awareness and etiquette training and consider basic manual handling training for staff working with disabled pupils	A	OG	Staff training for reception staff on manual handling delivered by Acorn village (complete march 23). Other staff to be trained in future years.

### Priority Ratings

Priority A: Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

Priority B: Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

Priority C: Where action is recommended within 12 - 24 months to improve access.

Priority D: Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.



**Keys for Cost:**

Budget costs have been included in the form of bands: N – None M – Minimal OG – Ongoing Maintenance CC – Considerable Cost

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