Laycock Primary School



Accessibility Plan

Approved by IEB:	Prudence Barnes-Kemp
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1. School Context

At Laycock Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with quality learning opportunities so that each child attains and achieves all that they are able to.

Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

The school's Special Educational Needs and Disability (SEND) policy and local offer play a substantial role in guiding the school's developing provision for pupils with special educational needs and disabilities. Our SEND Policy and SEND Report outline the provision the school already has in place to support pupils with special educational needs and disabilities (SEND).

Laycock Primary School has specialist provision for children who are deaf. This is an integral part of the school and children have full access to all the curriculum and enrichment activities with adjustments made to meet their individual needs. Within the specialist provision for children who are deaf, staff use spoken English as a main means of communication although with younger children this can be supported by visual cues including natural gestures, sign, real objects, real experiences and pictures. We cater for children aged 3-11 years. Children are taught in small group classes by a qualified Teacher of the Deaf or by teachers who are in training for the qualification (P.G. Dip Ed Studies Teacher of the Deaf, which lasts for 2 years). Children are also supported by Teaching Assistants. The rooms are acoustically treated to ensure that the children are in a favourable listening environment.

Pupils with SEND are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents/carers. Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo consults the pupil and parents about proposed flexible arrangements.
The school curriculum is regularly reviewed to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

2. Legislation and guidance

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. There is a high number of children with Education Healthcare Plans (EHCPs) and the LA is responsible for securing provision in the EHC plan in accordance with s.42 of the Children and Families Act 2014 or s.324 of the Education Act 1996 for a Statement and for ensuring the school is following the actions of the plans.

The Equality Act 2010 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.
School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The school carries out an accessibility audit every three years in advance of reviewing this policy. The last audit was undertaken by the Health and Safety Committee as part of their regular Safeguarding and Health and Safety tours of the school.

3. Aims of the plan

Laycock Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Laycock Primary School is required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- To increase the extent to which disabled pupils can participate in the school's curriculum
- To improve the physical environment of the school to ensure disabled pupils are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to disabled pupils, so information is as available as it is for pupils who are not disabled

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality. The Laycock Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Laycock Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents listed in 5. Related Policies.

4. Responsibilities

- All staff are responsible for identifying and removing barriers to learning for disabled pupils.
- All leaders are responsible for improving accessibility within their area of responsibility.
- The Governing Body is responsible for the approval of this plan.
- The Head teacher is responsible for ensuring the resourcing, implementation and updating of this plan.
- The SENCO and Head of the deaf provision are responsible for ensuring that all current pupils' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled pupils' needs.

5. Related policies

This accessibility plan is linked to the following policies and documents:

- Risk Assessment
- Health and Safety Policy
- Equality Information and Objectives
- Special Educational Needs and Disability (SEND) Policy and Information Report
- School Development Plan

6. Training

Whole school training will recognise the need to continue to raise awareness for staff governors on equality issues with reference to the Equality Act 2010.

7. Plan Availability

The school makes the Accessibility Plan available the following ways:

- A copy is available on the school website
- Paper copies are available (on request) from the School Office

8. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1. To increase the extent to which disabled pupils can participate in the school's curriculum

- To ensure all disabled pupils are fully involved in school life and are making good progress.
- To identify barriers to participation and find practical solutions to overcoming these.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
SEND and Medical register and information on children with additional needs to be updated.	SENDCo	Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant developments. Ensure Medical register and Care plans are up-to-date. Make SEND and medical needs clearer. Regular meetings with parents/carers to ensure SEND and medical needs are up-to-date	SEND register and paperwork for individuals. Care plans Provision Map	Autumn term 2024 Ongoing	SEN and Medical needs will be up-to- date. Teachers and TAs will be aware of the needs of children in their class.
Effective communication and engagement of parents	Lead for deaf provision SENDCo SLT	Termly meeting with parents and carers Termly review meetings with parents of children with SEN plans and EHCPs.	Up-to-date EHCPs Annual review meetings	On going	Increased engagement of parents

All staff are aware of disabled children's curriculum access resources	HT Lead for deaf provision SENDCo SBM	Ensure classroom support staff have specific training on disability issues Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	Training External support/risk assessments	termly	SEN resources in classrooms specific to individual needs
All staff are confident in differentiating the curriculum for pupils with disabilities	HT SLT SENDCo Phase Leaders Teachers and TA's	CPD training needs identified. Training for specific staff including medical Training on ICT equipment Be aware of staff training needs on curriculum access Create individual plans whenever appropriate to address the needs of pupils.	CPD/ Training External support/risk assessments	ongoing	Curriculum differentiated to include all pupils irrespective of ability
Training for staff on increasing access to the curriculum for all learners and removing potential barriers.	Lead for deaf provision SENDCo	Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism outreach team, Speech and language, EP and OT etc. TA training on adapting lessons Staff meetings addressing inclusive practice and SEND procedures.	Staff meeting TA training SENDCo/Teachers' time External training / support	Autumn 2023 Spring -Summer 2024	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is broader and more effective.

Ensure access to the curriculum for pupils with all needs and disabilities	Lead for deaf provision SENDCo Teachers	Our school offers an adapted curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Ensure that pupils who have long term absences due to medical reasons are given opportunities to catch-up. Ensure lessons, assemblies, whole school activities are inclusive.			Curriculum is accessible by all pupils Curriculum is adapted to meets pupils' needs.
Use appropriate assessment tools and activities for children working pre-key stage	SENDCo	Ensure staff are familiar with SONAR Use other professionals' suggestions for adaptations of the curriculum.	SENDCo/Teachers' time - External agency support Provision Maps Team Around the Child meeting minutes Team Around the School meeting minutes	November 2023 Ongoing	Children working pre-key stage will have consistent approaches for assessment Children working pre-key stage will access every subject in a tailored way

All children are visible in the curriculum and resources	Lead for deaf provision SENDCo Subject leaders Teachers	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice. Visits from deaf Role Models Black History Month celebrations Deaf Awareness Week Autism Awareness Week etc.	Books Artefacts Visitors/visits	Ongoing	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.
Appropriate use of specialised equipment to benefit individual pupils and staff	Lead for deaf provision SENDCo	Radio aids technology (Bluetooth) Ipads available to support children with difficulties. Sloping boards for children with physical disabilities Coloured overlays /paper for children with visual difficulties or dyslexia (Literacy Gold) Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc. Monitor and observe use of equipment E.g., PECS, visual timetable, wobble cushions etc. Train staff on communication in print to make resources.	Audit of equipment and needs Staff training Cost of resources e.g., Literacy Gold, Bluetooth technology etc.	Autumn 2023 Ongoing	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning

2. To improve the physical environment of the school to ensure disabled pupils are able to take advantage of education and other benefits, facilities or services provided or offered by the school.

- To work collaboratively with disabled pupils and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled pupils.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Improve and maintain the school	Premises Manager SBM SLT	Ensure the school environment is health & safety compliant for SEND pupils. Adaptations to environment made to promote access to resources. Make sure all areas of school have wheelchair access, in the case of stairwells, that appropriate equipment and processes are in place for dealing with disabled evacuation. Ensure Lifts in working order. Termly fire/evacuation drills Risk assessments for children with SEND	Training	As required and daily checks to ensure the escape routes are hazard free	School is H&S compliant. Disabled pupils, parents, visitors feel welcome. Disabled pupils, staff and visitors have full use of school facilities. Wider use of SEN resources in classrooms Environment supports disabled children, staff and parents e.g., ramps, lifts, clear corridors, disabled toilets and changing areas Wheelchair users access all areas of the school and participate in school activities
To raise awareness of the individual needs of staff, governors and parents	HT SENDCo	Through questions and discussions find out the access needs of parents and carers	Reviews / Assessments / Pupil voice	As required	Disabled pupils, parents, carers, visitors feel welcome.

	Lead for deaf provision				
Ensure all children feel safe and involved at playtimes	Lead for deaf provision Learning mentor	Staff to encourage children to join in games Lunchtime club for children with complex needs Staff identify children not be involved at playtimes at weekly inclusion meetings Support provided by SENDCo and pastoral manager	Training for playmakers Pupil voice Buddy system for new children	On going	Children feel safe in school – evidence in survey results from children
Maintain safe access round the interior and exterior of the school	Lead for deaf provision School Manager Premise officer	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear Communication with parents through letters /newsletters /website/ 1:1 school staff Safety improved with parking	Premise meeting minutes Premise walk	Ongoing	There is safe access throughout the school
Ensure access for all SEND children at After school clubs and extended day and reasonable adjustments are made to enable participation	Extended day manager Lead for deaf provision SENDCo	Audit SEND children use of clubs and extended services Risk assessments put in place if needed	Registers of clubs and extended day - risk assessments	Ongoing	Increased access of SEND children at After school clubs and extended day. S Support in place enabling more children with SEND to access extended day.

To create an accessible environment for all visitors, parents and professionals who visit the school	HT Lead for deaf provision School Manager Premise officer	Through questions and discussions find out the access needs. We have an allocated disable space in the school car park	Time allocated for meetings	on-going	Disabled pupils, parents/carers and visitors have full use of new facilities

3. Improve the access and delivery of information

- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled pupils and parents.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
To improve communication for all	Lead for deaf provision Office staff SENDCo	Improve the delivery of information to pupils, parents /carers and professionals with a disability Purchase of software if required Liaise with visual/ hearing impairment organisation with regard to assisting VI/HI pupils as needed Review information to parents/carers to ensure it is accessible. Provide opportunities to support parents with BSL Ensure website and all document accessible via the school website can be accessed by the visually impaired.		Ongoing and as required	All children have access and can use equipment All parents understand what the school information means All parents and pupils can communicate with school

		Ensure website is fully compliant with requirement for access			
Improve use of pictorial communication systems	Lead for deaf provision SENDCo	Effective use of communication in print. Review training needs of staff. Use Widgit to make classroom resources (e.g., word mats, visual timetables, social stories). SENDCo to support teachers / TAs in adapting the curriculum.	Training Time allocated for meetings	Autumn 2023 on-going	All school staff aware of disabilities of children in their classes. Facilitate language development for children with SEND and who are EAL. Increased participation in the curriculum for children with language needs.
Introduce BSL for pupils and parents	Lead for deaf provision Office staff SENDCo	Provide BSL lunch club for children Provide BSL support to parents and pupils who need it Provide more opportunities to use incorporate the use of BSL across the curriculum	Training Time for meetings	Spring term Ongoing	Enable parents and carers to have more clarity over information and to support children at home. Improve accessibility for all
Provide documentation to pupils and parents with a range of needs/disabilities/languages	Lead for deaf provision Office staff SENDCo	Ensure documents are accessible to everyone using commonly known vocabulary. Clear internal signage and Braille available on request.	Office time Cost of translators	Annually	All parents will be aware of what is happening in school

		Large print provided for visually impaired children Office to be aware of parents who may need support in accessing materials and assisting with this. Provide translators to support parents in meetings.			
Effective communication and engagement of parents	Lead for deaf provision SENDCo SLT	Introductory meetings in the autumn term to teachers and SENDCo, followed by termly meeting with parents and carers. Termly review meetings with parents of children with SEN support plans and EHCPs.	Up-to-date support plans and EHCPs Meetings	Ongoing	Increased engagement of parents
Effective communications with nurseries, schools and secondary schools to provide a quality transition.	EYFS Phase Leader Upper KS2 Phase Leader SENDCo SLT	To identify pupils who may need additional to or different provision for the September, in-year intake and secondary transfer. SENDCo to attend Local SEND meetings and build relations with other local SENDCos. SENDCo and Year 6 teachers to attend transition meetings	Teachers SENDCo Transition meeting Translators	September Summer term Ongoing	Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision. Parents and carers receive effective support with Secondary school transfers