

Leamington Community Primary School

'Together we make a Difference'



Accessibility Plan

Created by: Natalie Boyd - January 2019

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Next Review: January 2022



**Leamington
Values**



Friendship



Respect



Honesty



Determination



Courage

Together we make a Difference

Contents

1. Aims	2
2. Legislation and guidance.....	3
3. Action plan	4
4. Monitoring arrangements	6
5. Links with other policies.....	6
Appendix 1: Accessibility audit.....	7

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Leamington Community Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

The plan will be made available on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

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.

3. Action plan

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We identify, assess and arrange suitable provision for pupils with SEND, including resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils. We have recently adopted a 'Curriculum Immersion' approach which is extremely inclusive and adheres to all preferential learning styles.</p> <p>Our school Inclusion Team work together to support children and families as well as teaching staff with implementing strategies for improving behaviour and access to learning for all.</p> <p>Our school works closely with specialist services including: Occupational Therapy, Springwood Heath, Speech and Language Therapy Service and Alder Hey.</p>	<p>To ensure that all resources are inclusive</p> <p>To ensure that activities are inclusive or alternatives are offered.</p>	<p>Curriculum resources include examples of people with disabilities.</p> <p>Ensure that we offer alternative activities for those children that are unable to access due to their impairment e.g. offering a similar physical activity to a wheelchair user (rather than cross country - they could access table tennis).</p>	<p>All staff</p> <p>All staff</p>	<p>On-going</p> <p>On-going</p>
<p>Improve and maintain access to the physical</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>Our school has ramps and handrails where appropriate to enable access for all including wheelchair users.</p>	<p>To ensure inclusive access to the building for</p>	<p>Consider access to the Year 6 classrooms for any pupils that cannot use the stairs safely. May need to consider a chair lift or elevator should the need</p>	<p>Paul Vine (HT) / Rachel Mellor (DHT)</p>	<p>To be considered when the need arises</p>

environment	<p>Our school corridor is fitted with lockers for the children's belongings. This ensures the children's safety as much as possible as it prevents coats and other belongings obstructing the corridors.</p> <p>The corridor is wide enough to allow wheelchair access if necessary and the children are educated to walk on the left which allows children to walk on both sides of the corridor at once.</p> <p>We have disabled toilets in the main building with an alarm, rails and a shower fitted. We also have disabled toilets in the nursery.</p> <p>There are illuminated fire exits throughout the school and a school alarm system which sounds and lights up in the event of an emergency.</p> <p>We are lucky to have two sensory areas within our school - an indoor sensory room and an outdoor sensory garden.</p> <p>Most of the books in our library are placed at wheelchair accessible height.</p>	all. To ensure inclusive access for disabled parking	<p>arise in the future.</p> <p>Consider access for disabled pupils and parents - where can they park safely as close to the school as possible?</p> <p>Consider access for disabled staff and visitors in the car park - create disabled parking spaces.</p>	<p>Paul Vine (HT) / Rachel Mellor (DHT)</p> <p>Paul Vine (HT) / Rachel Mellor (DHT)</p>	<p>To be considered when the need arises</p> <p>To be considered when the need arises</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Sign Along and PECs for those children with limited verbal communication • Large print resources if necessary • Pictorial or symbolic representations 	To ensure inclusive access to written formats.	Ensure availability of written material in alternative formats for pupils and parents that may have a visual impairment.	Paul Vine (HT) / Rachel Mellor (DHT)	To be considered when the need arises

4. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Head Teacher and Governing Body.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two storey building with most of the school accessible on the ground floor. Only Year 6 classrooms access the second floor.	Consider making the second floor accessible in the future. Stair lift or elevator.	Mr Vine/Mrs Mellor	As the need arises for access to second floor.
Corridor access	Corridors can be accessed from each classroom and every room along the corridor. Corridors can also be accessed via the main entrances - one in nursery, one in KS1 and KS2. Corridors in KS1 and KS2 have lockers outside each classroom to ensure bags and coats can be stored safely and enable access to the corridor for all.	No action required	Mr Vine / Site Manager	
Parking bays	The school has a number of parking bays for staff, however, spaces are limited and there is currently no disabled parking.	Consider creating disabled parking in the future. Consider additional parking facilities in the future.	Mr Vine/Mrs Mellor	July 2021
Entrances	Entrances are accessible for all, including wheelchair users. Entrance at the front of main building is secure with	No action required.		

	<p>an automatic sliding door for access.</p> <p>Two additional entrances from the main corridor onto the yard at KS1 and KS2 are secure and accessible with automatic double doors.</p>			
Ramps	<p>There are a number of low incline ramps around school where appropriate to enable access for all.</p>	No action required.		
Toilets	<p>Toilets are easily accessible for children and staff.</p> <p>There is a disabled toilet with hand rails and a shower.</p>	No action required.		
Reception area	<p>Reception area is accessible from the main school entrance through a security window.</p>	No action required.		
Internal signage	<p>Internal signage is evident throughout the school and displays fire doors and escape routes well.</p>	Consider including braille on signs - when the need arises.	Mr. Vine / Mrs. Mellor	As and when the need arises.
Emergency escape routes	<p>Escape routes are well sign posted and illuminated where necessary.</p> <p>In the event of an emergency - the alarm is sounded and the escape routes are well sign posted around the building.</p>	No action required.		