



Ladybridge Primary School

Accessibility Plan 2014-17

Introduction-

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. This will be reviewed every three years by the Teaching and Learning Committee of the Governing Body.

Definitions of SEND-

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.’

(SEND code of Practice 2014)

‘Many children and young people who have SEN may have a disability under the Equality Act 2010- that is’... ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

The definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.’ (SEND code of Practice 2014)

The Equality Act 2010

‘The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory - it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies (including Further Education (FE) institutions, the Local Authority, maintained schools, maintained nursery schools, academies and free schools) are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.’ (SEND code of Practice 2014)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with-

1. The Local Authority admissions policy.
2. The School Prospectus.
3. The Equality and Diversity Policy.
4. The School Behaviour Policy.
5. The Special Educational Needs policy.
6. The School Offer.

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

The Accessibility Plan

All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they **must** publish accessibility plans’’setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.’ (SEND code of Practice 2014)

‘ Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.’ (SEND code of Practice 2014). The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

<p>Current position</p> <ul style="list-style-type: none"> • The school building is fully accessible for pupils with physical difficulties. • The outside play areas are flat and almost completely accessible to wheelchair users • There are two toilets for disabled pupils. • The school is Resourced for the inclusion of pupils with Severe and Profound Learning Difficulties (SPLD), who are supported by a specialist teacher and Resourced School Integration Assistants. • The Resourced staff use Makaton signing to support learning. • The Resourced base includes a ceiling mounted hoist. • Mainstream Teaching Assistants support a range of pupils, delivering learning and therapy programmes. • The school is well-equipped with a range of learning aids and specific equipment. • The Pastoral Manager and Learning Mentor support a range of vulnerable pupils and their families. • Recent training has taken place in SEND, diabetes, epilepsy and there are a high number of trained first aiders.
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The following details specific anticipatory activities aimed to increase accessibility for pupils with SEND to the curriculum, the physical environment and to information.

Objectives	Tasks	Resources	Lead	Monitor	Completed
To improve accessibility for VI pupils	Purchase an iPad and 'connect' to classroom whiteboard through the app. Join Me	£264 £350	GA	SSS	Sept 2015
	Produce a range of learning materials and reading books in enlarged print and on appropriately tinted paper. Purchase a magnifier and stand.	£100	GL	SSS, CL	Ongoing Sept 2015
To improve accessibility for pupils with dyslexia	Purchase a range of acetate coloured slides, tinted paper and arrange of writing tools.	£50	GA	CL	Sept 2015
To ensure that any building improvements support pupils with VI.	When decorating and carpet colours are chosen the need for clear contrasts will be addressed.	Consideration at time of tendering.	CL	Resources committee	Ongoing
To increase space for vulnerable pupils.	If the Children's Centre area is returned to the school- <ul style="list-style-type: none"> • The Learning Mentor to develop the room for supporting pupils, families 	Up to £500	WI	CL	Sept 2016

	<p>and providing a venue for visiting professionals.</p> <ul style="list-style-type: none"> The Resourced Team to develop the existing LM room for small group or one-to-one work with their pupils. 	Up to £300	ST/HP	CL	Partly completed Sept 2015
To support writing for pupils with physical difficulties	Purchase an iPad Mini and Dragon Voice activated writing software.	£180 £80			
To ensure that all staff have a clear understanding of the SEND Code of Practice 2014	Training provided by the HT in INSET and through regular staff meetings. SENCO to attend	INSET			Sept 2014 Ongoing
To ensure all staff are trained to support pupils with ASD/AUT.	Training is provided on Visual Aids for Pupils with Autism	INSET	INCO	CL	Sept/Oct 2015 Nov 2016
To ensure staff are trained to support pupils with medical conditions.	Update staff training annually in <ul style="list-style-type: none"> Asthma Epilepsy Diabetes and as required in other specific conditions. Update Medical Conditions policy annually and ensure annual parents return is gathered.	INSET, staff meetings	CL	Teaching and Learning Committee	Sept 2014 Sept 2015 Sept 2016
To ensure that staff are trained to support pupils with physical needs.	Purchase and update training for all staff bi-annually in <ul style="list-style-type: none"> Manual handling and more intensive training is provided for the Resourced staff. 	£150 annually	GA	LA physio	Training provided 2014 and 2016
To ensure that staff are trained to support pupils with emotional needs.	Staff are trained by BSS in 'Planning for Behaviour'. All the staff are trained every 3 years in TEAMTeach and new staff attend sessions at other schools.	INSET Aut 14 1 day INSET every 3 years £50 new staff within 1 term	JB BSS LA train ers	CL CL	Sept 2014 Feb 2017

Monitoring

The performance of individuals continues to be monitored on a termly basis through progress meetings with the Head or Deputy Headteacher. The performance of groups, including those with SEN and/or a disability, takes place on an annual basis with each class teacher.

The HT maintains a 'Discrimination Record' which details any reported incidents of discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. All such incidents will be reported within 48hrs to the LA and will be included in the termly report to governors. The Inclusion Governor also checks this document on at least an annual basis.

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