



# **Longleaze Primary School**

## **Accessibility Policy and Plan**

*This Accessibility Policy and Plan are drawn up in compliance 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 over a prescribed period.*

1. We are committed to providing an 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.
2. Longleaze School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
  - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to 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 and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events.
  - The information will be made available in various preferred formats within a reasonable time frame, when requested.
5. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period. Where it is not feasible to undertake some of the works during the life of the existing Accessibility Plan, some items may roll forward into subsequent plans.
6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
7. The School Brochure and website will make reference to the Accessibility Plan.
8. The School's complaints procedure covers the Accessibility Plan.
9. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).

10. The Plan will be monitored through the Curriculum and the Premises Committees of the Governing Body.

11. The Plan will be monitored by Ofsted as part of their inspection cycle.

12. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

**Longleaze Primary School Disability Equality Scheme Action Plan for January 2014 – December 2016**

	<b>Action</b>	<b>Completion Date</b>	<b>Cost Centre</b>
<b>Buildings</b>			
Size and layout of cloakrooms	Consider additional hooks, and shelving	March 2014	Repairs & Maintenance
Rooms are not consistently clearly labelled with words and/or symbols and/or tactile.	Consider options Investigate if required	For Term 1 2014	Books, Stationery & Materials
Not all doors have visibility panel at the correct height	Order the 3 doors required for classrooms	Summer 2014	FAE/Health & Safety
Not all noticeboards are at child friendly heights.	Consider heights when replacing/adding noticeboards	On-going	BSM
Doors are heavy for the younger children.	Investigate whether the doors (including fire doors) can have a push pad	Easter 2014	Health & Safety
Sensory areas/gardens.	Speak to pre-school Investigate options with School Council	Summer 2015	PPG
<b>Staff – Teaching and non-teaching</b>			
Induction – to include H&S requirements and disability equality awareness.	Draw up guidelines	For September 2014	n/a
Positive behaviour management policies supported by all staff.	Updated policy shared and understood by all. Monitor and report to SLT	Easter 2014	n/a
All members of staff maximise children's independence.	Lesson drop-ins include a focus on SEND children's independence. See SEND action plan.	Summer 2014	n/a
All members of staff differentiate appropriately to provide opportunities for all children to achieve and respond to pupil diversity.	Lesson drop-ins include a focus on differentiation in the afternoons. See SEND action plan.	Summer 2014	n/a
All members of staff have received Manual Handling training and appropriate members of staff are aware of Handling Plans/Health Care Plans.	Manual Handling PDM for summer 2014/autumn 2014	December 2014	Professional Development TA supply
Members of staff are familiar with technology and practices developed to assist children with disabilities.	Investigate Dragon speech software. Staff to be trained in the use of Clicker 6 and apps to support learning.	Summer 2014	Resource Base PPG
<b>Teaching</b>			
Some rooms are small for number of children which can restrict ease of movement.	Contact County Hall regarding the enlarging of classrooms.	Term 5	

Liaison between teacher and support staff enabled before lessons.	Staff reminded about Tuesday assembly time.	Term 4	n/a
<b>Organisation</b>			
Plan of the school layout available to all children.	Copies to display around school (School Council to decide where). Copies for individuals as required.	Sept 2014	Photocopying
Designated quiet areas in recreation areas.	Senior staff and School Council to discuss	Autumn 2015	PPG
Children are supported to be included in the IEP process.	SENDCo to discuss at PDMs	December 2014	n/a
Children are supported to take a part in the Annual Review process.	Children complete a written (or scribed) report. Children to be invited to share if appropriate - SENDCo to arrange,	Summer 2015	n/a