

Laughton All Saints' C of E Primary School Accessibility Plan 2020 - 2023



**PLEASE NOTE: THIS DOCUMENT CAN BE MADE AVAILABLE IN DIFFERENT FORMATS & LANGUAGES.
PLEASE CONTACT THE SCHOOL OFFICE WITH REQUESTS FOR FORMAT VARIATIONS.**

At Laughton All Saints' Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from Summer 2020 - Summer 2023. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, 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.

The Accessibility Plan will contain relevant actions to:

- Improved awareness of Equality and Inclusion.
- 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.
- Increase access to the curriculum for pupils with a physical impairment, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as those pupils without an impairment. (If a school fails to do this they are in breach of the Equality Act 2010). 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 impairment and additional needs. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

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Equality and Inclusion				
Targets	Strategies	Outcome	Timeframe	Goals Achieved
<p>Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.</p>	<p>Clerk to Governors to add as an agenda item every autumn term.</p>	<p>Adherence to current legislation</p>	<p>Short term: Autumn 2019 agenda item.</p> <p>Long term: annually</p>	<p>Done.</p>
<p>Training to raise awareness of equality and disability issues.</p>	<p>Ensure all staff have access to Accessibility Plan.</p> <p>Discuss perception of issues with staff/governors to determine the current status of school.</p> <p>Provide training for governors, staff and pupils.</p> <p>Ensure whole school celebrates Britain's Paralympians within 2020 Olympic celebrations.</p>	<p>Whole school community aware of issues relating to Access.</p> <p>Pupils have a clear understanding of inclusion and aspiration for all.</p>	<p>Short term: Inset to be held by September 2020.</p> <p>Ongoing: training to be on going as appropriate.</p> <p>Document emailed to staff.</p>	<p>Autumn 2019: Pupils share their experiences freely through talks such as autism and anxiety awareness, based on their own experiences.</p> <p>Autumn 2019: The school has no incidents of discriminatory behaviour based on SEND over the past 5 years. (Logs are kept.)</p>

Review inclusion and equal opportunities for recorded evidence of how staff provides access in all areas to all pupils.	Review policies with staff and governors.	Policies reflect adherence to current legislation.	Medium Term: annual policies reviewed to reflect access. Long Term: review cycle.	
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Physical Environment				
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	<p>SENDCo/SEND governor/ H&S governor to audit accessibility of school buildings and grounds signage/ safety etc.</p> <p>External hazard painting on steps.</p> <p>Constant audits to meet the needs of new children as they enter the school to ensure all needs are met.</p> <p>New carpeting on staircase - white nosing strips on black carpet.</p>	<p>Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.</p> <p>Constantly improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school.</p>	<p>Short Term: accessibility audit to be checked with each H&S review.</p> <p>Medium term: act on findings immediately or with a planned maintenance programme.</p>	<p>Autumn 2019: H&S walks on a regular cycle with AG H&S governor. All actions implemented e.g. hazard tape on internal steps.</p> <p>Summer 2020: New carpeting on staircase - white nosing strips on black carpet. DONE</p>
Ensure any proposed 'new build' project is physically accessible for everyone	Painting of entrance hall clearly differentiates between walls, doorways	Entrance hall is accessible to all children and adults with a visual impairment.	Short Term: Completed. Long Term: when any new	Autumn 2019: Entrance hall painted summer 2017 with clear differentiation. This has been

<p>including those with mobility or sensory impairments.</p>	<p>and doors for visually impaired people.</p> <p>Project manager appointed will ensure compliance with building regulations regarding accessibility.</p>	<p>Entrance hall and cloakroom kept clear of hazards - all staff and children informed.</p> <p>Any new construction will be fully accessible.</p>	<p>construction begins.</p>	<p>replicated throughout the building.</p> <p>Major programme of renovation Summer/Autumn 2018 with building regulations regarding accessibility. (EYFS/staffroom/library/lighting throughout school) Stephen Young & Stephen Willans project managed all above.</p> <p>Summer 2020: Review of furnishings has cleared all corridors of extra hazards and opened up front entrance.</p> <p>Almost all areas of school are carpeted to avoid acoustic difficulties for those who are hearing impaired.</p>
<p>Curriculum</p>				
<p>Continue training for teachers and support staff on different aspects of SEND including differentiation when required.</p>	<p>Review the needs of pupils with specific issues and provide all relevant training.</p> <p>If appropriate, provide staff training re: differentiation so that all teaching is based on a</p>	<p>All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum.</p> <p>We recognise that this is an ongoing process and that needs and expertise will change over time.</p>	<p>Ongoing</p>	<p>NQT Feb 2016 trained in differentiation, inclusive environment and personalising learning.</p> <p>Autumn 2019: Training ongoing and audited to ensure it is appropriate based on needs, experience and turnover of staff.</p>

	<p>fully accessible model. Ensure training for NQTs.</p> <p>Whole staff training 2020 to ensure all staff have the skills to improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. (Led by Alex Gill LSS).</p>	<p>Curriculum and wider school information is readily accessible to all pupils and reasonable adjustments are made to meet their needs so that all can participate fully in the school curriculum.</p>	<p>INSET 2020</p>	
<p>All pupils achieve their full potential and this is celebrated, with reasonable adjustments made as necessary.</p>	<p>Audit planning, learning environment, teaching IEPs, EHC plans, School SEND plans etc. to ensure that appropriate and reasonable adjustments have been made at a bespoke level to ensure access for all.</p> <p>Ensure staff make adjustments based on specific needs and with regard to the curriculum (e.g. fine motor skills writing, art, design and technology etc.)</p> <p>Ensure where pupils have</p>	<p>All pupils know their strengths and these are celebrated.</p>	<p>INSET September 2019</p> <p>INSET Review September 2021 to do.</p>	<p>Ongoing CPD</p>

	<p>strengths these are celebrated and adjustments are made only when needed - to ensure self esteem is not affected by blanket adjustment where it is not required.</p>			
<p>All out of school activities are planned to ensure the participation of the whole range of pupils.</p>	<p>Review all out of school provision to ensure compliance with legislation.</p> <p>Ongoing risk assessments to ensure, within H&S parameters, school activities/ extra curricular activities/ visits are accessible to all, with appropriate adaptations made.</p> <p>Ensure pupils with accessibility needs are not put off activities through lack of confidence or knowledge that the activity is fully accessible to them.</p>	<p>All activities are accessible to all.</p> <p>All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</p>	<p>Ongoing</p>	<p>Autumn 2019: All activities planned to ensure reasonable adjustments and bespoke planning around pupils and other stakeholders with SEND and accessibility needs.</p> <p>Autumn 2019: PEEPs in place where appropriate for all stakeholders.</p>
<p>Classrooms are optimally</p>	<p>Audit & ensure accessible</p>	<p>Inclusivity for all.</p>	<p>Long term: annually to</p>	<p>Autumn 2019: Audited by</p>

organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	layout of furniture and specialist equipment to support the learning. Explore resources e.g. Clicker 7 etc.		meet the needs of specific cohorts. Ongoing	SENDCo and HLTA to meet pupils needs in a bespoke manner. Autumn 2021 - Chair and desk audit. Programme for using LCVAP/DFC funds to buy Postura chairs at the right height for each class with an overlap of heights according to range of heights in each class.
Access arrangements will be applied for in order to remove barriers when taking statutory tests.	SENDCo and class teachers will ensure appropriate reports and testing is provided in order to apply for access arrangements.	Pupils' barriers to achieving their full potential will be removed.	Ongoing	Autumn 2019: Audited by HT/SENDCo and Assistant HT/Y6 class teacher to meet to ensure accessibility in a bespoke manner. Monitoring demonstrates this is the case.
The school curriculum promotes diversity and equality for all.	Throughout the curriculum, including PSHE &Cit. /enterprise/ SMSC etc. meaningful opportunities are planned for to raise pupil awareness of disability issues. British Values, SMSC and the principles of Christian teaching are threaded throughout the	Pupils at Laughton are responsible and respectful future citizens who have a good understanding of diversity.	Long term: curriculum review annually Ongoing	Autumn 2019: A great deal of staff training has taken place including that provided by diversity lead, AFJ and through SIAMs preparation/ external review (Rebecca Davies). PCOS, visits to places of worship, Africa Week with African drummers February 2019 etc. Autumn 2019: Display reflects diversity and British/Christian values tied to the scriptures,

	curriculum.			including the Golden Rules.
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Written/other information				
<p>Make available school brochures, school newsletters and other information for parents/carers in alternative formats.</p> <p>Availability of other written material in alternative formats also.</p>	<p>Review all current school publications and promote the availability in different formats for those who require it, including verbally.</p> <p>The school will make itself aware of the services available through the LA for converting written information into alternative formats.</p>	<p>The school will be able to provide written information in different formats when required for individual purposes.</p>	<p>Long term: Ensure new content on website is clear and accessible.</p> <p>Ongoing</p>	<p>Autumn 2019: New school website with much clearer access than previous one e.g. font size, contrasting colours and backgrounds, navigation around site.</p>
<p>Availability of written material in alternative languages.</p>	<p>The school will use information and translations provided by EAL Team for key information for EAL families.</p>	<p>School information will be available for all.</p>	<p>Ongoing as needed.</p>	
<p>Pupils are able to access written information clearly whilst learning.</p>	<p>Use of enlarged print, chopped texts, coloured overlays, dyslexia friendly coloured books etc. Seating to see board and other resources. PowerPoint etc coloured background to reduce white glare.</p>	<p>All pupils have any barriers to learning removed.</p>	<p>Ongoing as needs arise.</p>	<p>Monitoring demonstrates this is the case.</p>