



St. Leonard's C.E. Primary School Accessibility Policy and Plan

St. Leonard's is a Church of England School. All policies implemented across the school support the creation of a learning culture which celebrates our Christian ethos and core values of Love, Respect and Responsibility.

Introduction

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability 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 carry out normal day to day activities."

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Below is a set of action plans showing how the school will address the priorities identified in the plan.

The purpose and direction of the school's plan: vision and values

The aim of this policy is to set out the commitment of the Governing Body of St. Leonard's Primary School to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all pupils, staff, parents and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively. St. Leonard's Primary School provides teaching which meets National Curriculum and other statutory requirements. The school has regard to the SEND Code of Practice 2014 when meeting pupils Special Educational Needs and Disabilities, and makes its policy known to parents. Provision determined in Education Health Care Plans (EHCP) is made for those pupils who have them.

We believe there is an explicit link between inclusion and equal opportunities. This does not mean treating all pupils in the same way; rather it involves taking account of pupils varied life experiences and needs.

The aims and values of our school are inclusive, they reflect and inform our ethos and are embedded in the life of the school community.

St. Leonard's Primary School has high ambitions for all its pupils; we expect pupils with disability to participate and achieve in every aspect of school life. As such, we are committed to:

- Setting suitable learning challenges
- Responding to pupils diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

St. Leonard's Primary School promotes the individuality of all our children, irrespective of differences such as ethnicity, attainment, age, disability, gender, sexual orientation, background or any other difference. We want all our children to feel welcome; we celebrate differences between them. We want to give all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

Context

St. Leonard's C.E. Primary School consists of four buildings, two joined by an undercover external walkway. A separate purpose built community room called the Diamond Building and an onsite Nursery. All buildings are easily accessible to wheel chair users. All external school doors have low level key pads. In the main school building the first floor is accessible by a stair lift.

As a school we have an excellent record with regard to making reasonable adjustment for such children. This includes actions to address physical and medical needs, e.g. annual training for Epipens, and training from the Special Educational Needs Support Service (SENSS) Hearing and Visual impairment teams are contact when required.

We have a long history of teaching pupils with a wide range of Special Educational Needs and, without exception, disabled pupils have been fully included in all aspects of school life. The progress of disabled pupils is methodically tracked and comparisons are made between the achievement and attainment of these children compared with their peers. Where necessary, adaptations are made to the curriculum and equipment available to ensure full access. There is full access to all parts of the physical environment for pupils. Adaptations can be made to timings, playtimes, lunchtimes, school trips and after school clubs to meet the needs of children with specific learning or impairment needs. Attendance of all pupils with additional needs is monitored and where issues of illnesses are a particular feature of their disability the necessary adaptations to the school day are made.

Information from pupil data and school audit

The Disability Discrimination Act definition (see: Introduction, above) is broad and includes a wide range of impairments including learning disabilities, dyslexia, diabetes or epilepsy,

asthma, arthritis, chronic fatigue and cancer. These impairments sit within the definition of disability when they are in the context of 'substantial and long term'.

St Leonard's C.E. Primary School Accessibility Plan September 2019-2022

Objective 1: To Increase the extent to which pupils with disabilities can access the school curriculum.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been encouraged to attend age relevant after school clubs, cultural activities and educational visits. Nevertheless, improving teaching and learning lies at the heart of the school's work and so our key objective in this Accessibility Plan is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Teachers at St. Leonard's School strive to plan and deliver outstanding lessons. Teachers' planning is highly differentiated to take account of the individual and group needs of all pupils, including those with disabilities. High expectations are evident throughout all curriculum areas and are clearly linked to National Curriculum expectations.

It is the role of the SENDCOs Fiona Keyser (Early Years) and Sally Philpott (Year 1-6) to line manage and deploy Teaching Assistants. The SENDCOs coordinate and facilitate training with all staff to develop whole school awareness of disability and ways in which children can best be supported within the classroom and the wider context. The SENDCOs also coordinate advice given by outside agencies and ensure its full implementation.

Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

Target	Actions	Timescale	Responsibility	Success Criteria
To identify all pupils who may need additional or different provision	<ul style="list-style-type: none"> Liaise with nursery providers, Early Years Special Needs Intervention Teacher (EYSENIT) and parents about needs of children in Reception and Nursery intake 	Annually	Early Year SENDCo	Transition arrangements are set up before a September start. Additional visits are made with parents and nursery staff to aid transition. Transitional learning takes place between nursery and school.
To increase skills and confidence of all staff in differentiating the curriculum	<ul style="list-style-type: none"> Ensure appropriate induction takes place for new staff and NQTs that identifies individual training needs Three one to one appraisals for all staff to discuss CPD 	As required Three times a year	SENDCo and SLT	Lesson observation and monitoring cycle demonstrates improved skills and raised staff confidence using a range of strategies to support children's needs. Increased pupil participation in lessons.

<p>To identify trends in attainment and progress across the school</p> <p>To narrow any gap in attainment between specific groups and their peers</p>	<ul style="list-style-type: none"> • Attainment data to be analysed x 3 a year to identify gaps and trends in progress • Action planning identified through the Pupil Progress Meetings 	<p>Three times a year</p>	<p>SLT</p>	<p>For any gap between specific groups and their peers to be narrowed so they are not disadvantaged in any way.</p> <p>For actions to be planned and evaluated for impact where gaps have been found.</p>
<p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> • PHSE curriculum • Include cross curricular work when links with National/International events occur, e.g. Paralympic Games 	<p>Ongoing</p>	<p>All Staff</p>	<p>For children to have an understanding and respect for all disabilities.</p> <p>For children to understand how life is the same and different for somebody with a disability.</p>

Aim 2: To improve access to the physical environment

At St. Leonard's School we have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. To meet individual, specific needs, provision will be adapted when a pupil's needs are known. Where necessary we will seek further advice from Occupational Therapists or other health professionals.

All of the school is fully accessible. We continue to consult with specialist teachers, advisors and other agencies when considering the purchase of specialist equipment or investment in building works.

Target	Actions	Timescale	Responsibility	Success Criteria
To ensure that the physical environment remains attractive and engaging for all	<ul style="list-style-type: none"> The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking any future improvements. Consideration may include; improved access, lighting, colour schemes, accessible facilities and fittings 	On going	Headteacher and SLT	To ensure that the school meets its statutory responsibilities and meets the needs of all staff, pupils and visitors to the school.
To ensure that the school environment is visually stimulating for all children	<ul style="list-style-type: none"> Colourful, interactive displays in the classroom. All classrooms will have displays for learning powers and growth mindset. 	On going	Class teachers	Monitoring and observation shows the learning environment to be motivational and inspiring to pupils.
To ensure that access needs of pupils, staff, governors, parents and visitors with disabilities	<ul style="list-style-type: none"> To create access plans for individual disabilities as required Be aware of staff, governors' and parents' access needs and meet as appropriate Through question and discussions, find out the access needs of parents 	As required Induction process for new staff Admission forms for new children	Head teacher SENDCO	The access needs of children, staff and the wider school community are met.
To ensure that pupils with medical needs are fully supported and additional needs are met	<ul style="list-style-type: none"> Epipen and Asthma training annually with the School Health Nurse To write individual medical plans for children with additional medical needs Health professionals to train staff working with pupils with medical needs All staff to have First Aid training 	Annually	Deputy head teacher and SENDCO	All necessary staff receive the training

All pupils with mobility issues can be safely evacuated	<ul style="list-style-type: none"> All personal emergency plans (PEEPs) are in place and up to date, and that staff are aware 	Annually	Head teacher SENDCo School business Manager. School site Manager	All fire drills are successful and children are evacuated efficiently.
For pupils with medical needs to be fully supported in the school environment	<ul style="list-style-type: none"> To review Supporting Pupils with Medical Needs policy To ensure that school procedures are updated to include any changes to the policy For updates and information to be shared with staff at staff and TA meetings 		SENDCo	Supporting Pupils with Medical Needs Policy to be updated and fully implemented.
To consider wider physical environment in which teaching and learning takes place	<ul style="list-style-type: none"> Ensure that physical access is suitable in all residential settings and educational visits 	As required	Educational Visits Co-ordinator	For due consideration to be given to appropriate physical access to different buildings that school may access.
To ensure all educational visits to be accessible to all	<ul style="list-style-type: none"> Through risk assessment and planning ensure that pre-visits take place to check appropriateness of access 	As required	Educational Visits Co-ordinator	<p>Detailed risk assessments with reference to accessibility to be completed for all school visits.</p> <p>All pupils in school able to access all educational visits and take part in a range of activities.</p>
To ensure informed decisions are made with regard to accessibility	<ul style="list-style-type: none"> For Health and Safety audits to be carried out with additional consideration of accessibility For Governing Body to be aware of the Disability Discrimination Act 1995 and ensure the school environment is accessible to all 	Annually	Head teacher Governors	For future Health and Safety audits to inform future Accessibility Policy and Plans.

Aim 3: To improve communication between school, pupils and parents/carers

We share information with pupils who face barriers to learning in a variety of ways, such as; face to face discussion, simplified and modified language, symbols on work, pictorial explanation of work.

We want to include actions to engage even more parents. Currently, we share information with parents in ways including letters and newsletters, school website and the Facebook St. Leonard's School Parent forum.

In planning to make written information better available for staff, pupils and parents/carers with disabilities, we again need to establish the current level of need and be able to respond to changes in the range of need.

Target	Actions	Timescale	Responsibility	Success Criteria
For all pupils, parents and staff to feel confident to fully disclose information with regard to their disabilities	<ul style="list-style-type: none"> To assure pupils, staff and parents of confidentiality when disclosing information To ensure all disclosures about disabilities are handled sensitively through circle times, collective worship and the PSHE curriculum 	Ongoing	Head teacher PSHE Co-ordinator and Class teacher	For children and staff to be sensitive and respectful to other pupils with disabilities
Pupils: All pupils are fully aware of the definition of disability	<ul style="list-style-type: none"> Collective Worship embed the school values of Love, Respect and Responsibility. Include cross curricular work with National/International events occur, e.g. The Paralympic Games. 	Ongoing and annually linked through themes	Head teacher and all staff	For children's thinking about what a disability is to be challenged. For children to understand how life is the same and different for somebody with a disability.
Parents: To engage more parents in school life	<ul style="list-style-type: none"> Parents to be invited to learning mornings and specific school celebration assemblies Stay and Play sessions When required, engage with the school for Early Help 	Ongoing	Head teacher Complex Needs team	The school is accessible to Parents/Carers.

	Assessment (EHA) and or Team around the Family Meetings (TAF)			Hard to reach parents are encouraged to engage in school life and access specific support offered.
<p>Parents: To improve accessibility of communications in forms other than writing</p>	<ul style="list-style-type: none"> Identify parents with difficulties with written and spoken communication via the school office and parent meetings Communicate findings with teachers and ensure that phone conversations takes place or face to face conversations re: home learning and letters and texts messages Identify a key worker for these parents who they can ask about any school events or details 	Ongoing	School business manager and office staff. All teachers	To identify parents with additional needs and ensure that they are engaging fully with their child's development and wider life within the school community.