

Accessibility Plan

Leckhampton C of E Primary School is a fully inclusive school where we believe in the dignity and worth of each individual. We are committed to making reasonable adjustments in all areas of school life that will enable children with disabilities to participate fully and alleviate any substantial disadvantage.

Definition of Disability

The Act defines disability as when a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities. Long term is defined as lasting, or likely to last, for at least twelve months.

Monitoring & Evaluation

The named person in our school who is responsible for this plan is the Head Teacher. The Inclusion Lead, in conjunction with the Head Teacher, will ensure that the plan is implemented and that it is fair and equal to all. It is the responsibility of all staff to monitor the success of this plan by ensuring that the priority areas are addressed by them in the classroom, particularly with regard to the provision of information and curriculum access. Our Accessibility Plan and any updates will be shared with the Governing Body by the Head teacher.

Core Aims of our Accessibility Plan:

1. *To increase the extent to which disabled pupils can participate in the school's curriculum.*
2. *To 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 or services provided or offered by the school*
3. *To improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.*

Aim	Evaluation of current provision	Priorities for 2019 -2022	Impact
To increase the extent to which pupils with disabilities can participate in the school's curriculum.	All staff are aware of their duty to make the curriculum accessible to all pupils. Laptops provided for children with physical disability or for whom writing is particularly effortful. Enlarged work for children with Visual difficulties to choose in class. Providing specialised pens, scissors and rulers for specific children. Providing assistive technology eg voice recognition software, Clicker 7. Adaptations to the PE curriculum to meet the needs of all learners.	To promote knowledge and understanding of disability amongst staff, pupils, governors and parents. To ensure early planning for any activities outside the school and consider the needs of children with physical disabilities, medical needs, hearing or visual impairment or learning difference. Pre-teaching of specific vocabulary or skills eg code breaking before IOW residential trip, visiting venues to confirm accessibility, consider hearing	

		<p>impairment when visiting Literature Festival.</p> <p>Provide an alternative PE curriculum for children with physical disabilities who cannot access all PE lessons.</p> <p>Introduce accessible sports eg boccia to ensure children with a disability can play sport with their peers.</p> <p>To ensure that any new buildings or changes to classroom environment take into consideration the needs of all pupils and future pupils.</p>	
To improve the physical environment of the school	<p>The school is mostly on one level, and a clear plan is in place for moving around the school for specific children with physical disabilities.</p> <p>An environmental audit has been completed by an expert in Visual needs and the school acted upon all recommendations.</p> <p>We have an up to date hygiene suite that is tailored to the needs of a particular pupil, but also future-proofed to meet the needs of many children.</p> <p>All KS1 and KS2 Teaching Partners are Manual Handling Trained and understand their duties in law.</p>	<p>Ensure any children joining the school have clear plans.</p> <p>Ensure parents with disabilities feel welcomed and have a clear idea of how the school is adapted to meet their needs.</p> <p>Ensure environmental audit is up to date. Repeat audit after new building work.</p> <p>To ensure that an appropriate number of staff are trained to support pupils who need to use the hygiene suite.</p> <p>To ensure equipment and supplies in the hygiene suite are up to date and kept well-stocked.</p> <p>To ensure that all staff are aware of our policies and our duties under the Equality Act.</p> <p>To ensure that any new buildings or changes to classroom environment take into consideration the needs of all pupils and future pupils.</p>	
To improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.	<p>Work is enlarged as necessary.</p> <p>Hearing impaired children are placed in good places to hear clearly.</p> <p>Children with learning needs have specific support, adapted text or other</p>	<p>Ensure all staff are trained in how to adapt work effectively and in the range of techniques, strategies and specialised equipment available.</p>	

	<p>work or assistive technology to ensure they receive all information.</p> <p>Monitoring of end of key stage and in school assessments to track the attainment and progress of children with disabilities. Specific intervention to address issues that are raised.</p>	<p>Continue to ensure that children with disabilities are able to achieve their potential and make good progress towards specific targets.</p>	
<p>To ensure equality of opportunity for members of staff with disabilities.</p>	<p>When recruiting staff, we pay due regard to legislation regarding equality.</p> <p>We provide technology or other support to ensure staff with a disability can fulfil their role effectively and with confidence.</p>	<p>Ensure recruitment and retention practices enable staff and potential staff members to have equal opportunities to any posts within school.</p> <p>Continue to encourage staff who need support to fulfil their role to discuss that with us. Provide assistive technology or other adaptations as necessary and with sensitivity.</p>	
<p>To ensure that members of our community who have disabilities feel valued and have a voice in decision making activities.</p>	<p>Parents with disabilities are able to join all parent groups and FOLPS and can volunteer to help in school.</p> <p>Parents of children with disabilities are encouraged to share their views through our graduated pathway of support and through parent groups, FOLPS and questionnaires.</p> <p>Children with disabilities have equal access to places on Pupil Parliament and to become House Captains.</p>	<p>To set up a discussion group to allow parents with disabilities and the parents of children with disabilities to have informal talks with each other and the Inclusion Lead.</p> <p>To encourage parents with disabilities and the parents of children with disabilities to join our regular parent discussion groups as they are set up.</p> <p>Ensure that children with disabilities have a voice on Pupil Parliament. Discuss with Pupil Parliament the Equality Act and how important it is.</p>	