



Lindow Community Primary School

School Policies

Control Sheet

Policy: **Accessibility Plan**

Policy Type: **Statutory**

Author: **Zoe Wilson**

Owner: **Headteacher**

Reviewed by: **F & R committee**

Approved by: **Governing Body**

Policy: **Accessibility Plan**

1. Introduction

This plan identifies the ongoing actions of the Governing Body of Lindow Community Primary School to increase access to education for disabled pupils in the following three areas:

- 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 that is provided in writing for pupils who are not disabled.

The attached plan is fully supported and resourced by the Governing Body and will be reviewed and revised by the Governing Body every three years. It should be read alongside the school's **Equality information and objectives (public sector equality duty) statement for publication**.

2. Vision and Values

At Lindow Community Primary School we are committed to providing a fully accessible environment and curriculum that values and includes all children and enables them to achieve their very best regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide. We are further committed to developing a culture of awareness, tolerance and inclusion within our school.

3. Safeguarding

All members of the school will ensure that physical accessibility will also consider the safeguarding requirements of the whole school. Where there may be a compromise, this will be managed and balanced in terms of risk. All members of the school are equally considered in terms of safeguarding of children.

4. Management, Co-ordination and Implementation

We share a whole school approach to meeting the requirements outlined in our Accessibility Plan and review progress on an annual basis with reference to the outcomes identified. The review forms part of our school development planning process. We ensure that all staff receive regular training and support in meeting the requirements of the School Accessibility Plan.

The Governors will evaluate and report on its impact annually to parents/carers, utilising evidence gained from feedback from individual children, agencies, performance data and feedback from parents/carers.

Accessibility Plan

Section A – Access to the Curriculum

Target	Action	Responsibility
Ensure that teaching and learning across the curriculum reflect equal opportunities for all with physical impairment and relates to pupils' everyday experiences	Planning and teaching includes opportunities to ensure the physical diversity of society is represented	All
Ensure that lessons are planned and delivered to allow the deaf children to access	Deaf awareness training for all staff (ongoing), staff to continue to consider deaf children when planning their lessons. This will be monitored by the lead teacher of the deaf	All HIRB lead
Pupils are respectful and have an understanding of physical diversity	Ensure that the curriculum is differentiated appropriately to take account of all individual pupils' learning needs	All SLT
Pupils learn with appropriate curriculum matched to their needs	Train staff on ways to improve pupil access to the curriculum	All SENDCo
Improve children's awareness of disability issues	PSHE curriculum and assemblies to be used to raise awareness of disability issues	All HIRB lead/SENDCo
Staff to develop skills to deal with children who have specific disabilities	Organise specific training for new and existing staff relating to disabilities experienced by specific children. (When appropriate to do so)	SENDCo
Teachers develop their knowledge of different teaching and learning styles	Training (and independent learning) on teaching and learning styles	All SLT
Higher attainment for pupils with SEN/ disabilities	Further develop a range of learning resources that are accessible for children with different disabilities	SENDCo/HIRB lead

Section B – Access to the Environment

Target	Action	Responsibility
To ensure that the sound fields in all classrooms work properly and are used by all staff	Continual checking by TAs and report back to TOD if there are errors	HIRB team
Ensure classrooms are appropriately facilitated to allow the deaf children to access the learning	All staff to analyse own rooms and feedback to TOD	HIRB lead
Ensure the hearing impairment resource base is appropriately resourced	TOD to analyse space and report back to premises committee	HIRB lead
Ensure that intervention rooms are accessible	Ensure furniture doesn't block access	All
Ensure that all rooms in the school are accessible for all members	All of school to ensure that untidiness and furniture does not restrict access	All
Improve the ease of movement in all classrooms for children with physical disabilities	Evaluate the amount of free space in all classrooms, ensure that space is used effectively	All
Ensure parking facilities are always available for drivers with a disability	Monitor car park use to ensure the disabled space is always available for disabled drivers.	Site manager

Section C – Communication and Information Sharing

Target	Action	Responsibility
School policies/practice reflect a commitment to accessibility for all	Careful consideration to DDA during the forming of policy and practice	All
Ensure reporting and feedback to parents caters for those with non-physical disabilities	Encouraging two way communication, sensitivity, non-threatening language, avoid jargon and encourage parents in to school to discuss matters if they prefer	All
Regularly communicate with parents	Effective use of class dojo, email and web site to inform parents	All
Regular communication with pupils with a disability and their families	Two way communication to avoid misconceptions	All
Enable deaf children/adults to hear presentations	Use of sound field during presentations	All
Parents are kept well informed	Ensure all information is received by parents/carers in an appropriate format	ALL
Ensure all members of the school community are able to access all communication	School will be able to respond quickly to requests for information in alternative formats	All