



In our school we love deeply, respecting everyone and treating them with dignity;
we aspire with confidence, working hard and embracing challenge and
we serve God and the community, following the example of Jesus, to create a better world.

Ephesians 5:2 (NLT)

“Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us”

Accessibility Plan 2019-2021

Latymer All Saints C of E Primary Accessibility Plan – 2019 to 2021

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Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Latymer All Saints C of E Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. This ethos is underpinned by our values of ‘Love, Aspiration and Service.

1. The Latymer All Saints Accessibility Plan was originally developed and drawn up based upon information supplied by the Local Authority, and in consultation with parents, staff and governors of the school. Other, outside agencies and specialists were consulted and there is an ongoing dialogue with Specialists who come into the school and make recommendations, regarding SEND pupils' needs.
2. The document will be used to advise other school planning documents and policies (See the Inclusion and Accessibility Policy) and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
3. The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website.
4. Latymer All Saints Primary School is committed to providing an environment that enables full access to our learning community that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

5. The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-
- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are equally as prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school, such as participation in afterschool clubs, leisure and cultural activities or schools visits; it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - Improve and maintain 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 within a reasonable timeframe;
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; 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 timeframe.
6. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
7. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
8. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
- Behaviour Policy
 - Curriculum Policy
 - Emergency Procedures Policy
 - Equal Opportunities Policy
 - Health & Safety Policy
 - School website
 - School Evaluation and Improvement Document
 - Special Educational Needs Policy
9. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

10. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

11. The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

Aims and Objectives

- **Increase access to the curriculum for pupils with a disability**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to members of the school community**

Current Good Practice

Physical Environment

Disabled pupils participate in extra-curricular activities and where appropriate support staff are funded to enable them to access these activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social or communication impairments. Provision to support these children are in place during these times.

Curriculum

The curriculum is differentiated to support SEND children in accessing learning at their level, while ensuring appropriate challenge. For some pupils this might be the use of Makaton signing; the use of visual and practical resources; specific interventions or additional adult support.

Information

Different forms of communication are made available to enable all SEND pupils to express their views and to hear the views of others. Access to information is facilitated through a range of different formats for SEND pupils, parents and staff.

Access Audit

The school building is on one level with wide corridors and accessible doorways. All classrooms have doors that open out to the outside areas and all areas of the school; Halls and Nursery Building, Pavilion and the Log Cabin have wheelchair access. (Ramps are available for access to these areas)

On-site car parking can be made available for disabled visitors. The main entrance features a secure lobby. There are disabled toilet facilities available, one in the Foundation Stage, one outside the Junior Hall, and one in the Welfare Room

There are also toilets in the Pavilion and on the school field which are accessible to wheelchair users.

The school has internal emergency signage and escape routes are clearly marked.

Management, coordination and implementation

- We will consult with experts when new situations regarding pupils, staff or visitors with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.



Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

SHORT TERM				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with Nursery providers to review potential intake for Sept '19	To identify pupils who may need additional to or different from provision for Sept 19 Intake	Sept 2019	HT Nursery Teacher DHT	Procedures/equipment / ideas set in place by Sept 2019.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010. Review with SLT, consult with Governors and disseminate information.	Ongoing	HT Governors All subject leaders	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents	To ensure collaboration and sharing between school and families. Increase formal and informal opportunities for parents to liaise with staff. Provide learning opportunities for parents.	Ongoing	HT DHT All Teachers	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with ongoing health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel. Ensure all relevant agencies are invited to review meetings.	Ongoing	HT DHT TAs Outside agencies Parents	Clear collaborative working approach

<p>To ensure that the classroom curriculum meets the needs of each child.</p>	<ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy 	<p>Ongoing.</p>	<p>SLT review of plans and provision. Monitoring progress and attainment.</p>	<p>SEND children making progress in line with all pupils. ASD children accessing curriculum</p>
MEDIUM TERM				
<p>To review termly the attainment of all SEN pupils.</p>	<p>DHT/Class teacher meetings/Pupil progress</p> <p>Scrutiny of assessment system Regular liaison with parents</p>	<p>Termly</p>	<p>Class teachers DHT</p>	<p>Progress made towards 'Structured Conversation' targets. Provision mapping shows clear steps and progress made</p>
<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access • Eklon training for relevant staff • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding 	<p>Ongoing</p>	<p>Whole school approach</p>	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>

	of the needs of disabled people.			
LONG TERM				
To evaluate and review the above short and long term targets annually	See above	Annually	Headship team/ Core curriculum leaders Governors	All children making good progress.
To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Annually Termly SEN Governor /DHT meetings	DHT/Headship /SEN Governor	Governors fully informed about SEN provision and progress

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

SHORT TERM				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school, through better lighting.	Replacing old florescent lighting in all KS1 classrooms and corridors.	2020/21	SLT Governors	Improving the concentration levels of pupils in class. Maintaining maximum lighting levels for effective vision.
Ensure visually stimulating environment for all children with improvements to the outdoor learning environment.	<ul style="list-style-type: none"> Ongoing improvements made to the outside area 	ongoing	SLT	Outdoor learning environment that is accessible to all pupils and creates enthusiasm and wonder for learning.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	<ul style="list-style-type: none"> Additional adult support to ensure SEND pupils can access equipment safely. 	ongoing	SLT LSAs	Enabling needs to be met where possible.
MEDIUM TERM				
Continue to develop playgrounds and facilities.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.

LONG TERM				
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Bikeability for KS2 children	Ongoing	SLT	Meet Health and Safety audit.
To maintain accreditation of Enhanced Healthy Schools award	Continue to work towards Healthy Schools	ongoing	Whole school approach	Achievement of award

Aim 3: To improve the delivery of information to disabled pupils and parents

SHORT TERM				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children. Close liaison with Autism Advisory Service	Ongoing	All staff to be aware of individual needs of ASD pupils.	ASD children able to access curriculum.
To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> • Use Communication in Print and PECS software • Raising awareness of font size and page layouts will support pupils with visual impairments. • Auditing the school library to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that is 	Ongoing Arrange Training for communication in print	DHT Subject Leaders	Resources are in place for pupils/parents and visitors that present with a range of needs.

	<p>accessible to all is a valuable exercise.</p> <ul style="list-style-type: none"> • Use of coloured exercise books and coloured overlays for dyslexic pupils. 			
MEDIUM TERM				
To review children's records ensuring school's awareness of any disabilities	<p>Information collected about new children.</p> <ul style="list-style-type: none"> • Records passed up to each class teacher in transition meetings • Relevant staff attend review meetings • Annual reviews • Structured conversations • Medical forms updated annually for all children • Personal health plans • Significant health problems – medical needs booklet distributed to each teacher 	Annually	<p>DHT</p> <p>Class teachers</p> <p>LSAs</p> <p>Outside agencies</p>	Each teacher/staff member aware of disabilities of children in their classes
LONG TERM				
<p>Scholarpack to be reviewed and improved where necessary.</p> <p>Records on Scholarpack network protected</p>	<p>Ensure pupils' medical and learning needs are reflected in their data on Scholarpack.</p> <p>Use assessment data to track progress and inform planning to meet needs.</p>	Continual review and improvement	Assessment leader/SLT	<p>Effective communication of information about disabilities throughout school.</p> <p>All pupils' needs met.</p>

