



Accessibility Policy and Plan 2024-2026

Latymer All Saints C of E Primary

Accessibility Policy and Plan – 2024 to 2026

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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 Headteacher.

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 SEND Information)
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 Prospectus
 - School Improvement Plan
 - Special Educational Needs Policy
 - Inclusion 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.

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

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

Current Good Practice

Physical Environment

Special Educational Needs and Disabled (SEND) 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 more complex needs, provision for additional support for these children is 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 visual and practical resources; attending specific interventions; accessing additional adult support, or being taught in a smaller group or environment.

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 pupil's parents and staff.

- Individual support from the PSA
- Website
- Targeted letters
- Interpreters for EAL parents

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 for staff and visitors includes two dedicated disabled parking bays. 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. Emergency Procedures include specific arrangements for SEND pupils with complex needs.

Management, coordination and implementation

- We will consult with experts when new situations regarding pupils, staff or visitors with disabilities arise.
- The Governors and Headship 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 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 ensure that the classroom curriculum meets the needs of each child.	Topics using a literary focus for more contextualised learning. Practical and creative activities to support a wider range of learning styles and abilities.	Ongoing	SLT All Subject Leaders	The curriculum provides an exciting and engaging range of inclusive learning experiences.
To ensure that the progress of children with SEND can be monitored.	SEND is an identified group in data analysis in all year groups. Robust use of Individual Learning Support Plans 'Assessment Cycles'. with more detailed plans for children with higher levels of need and EHCPs. AET (Autism Education Trust) Framework is used to identify specific needs of children on the Autism Spectrum and to track progression.	Ongoing.	SENDCO member of SLT and reports weekly, SEND plans and provision. Monitoring progress and attainment.	SEND children making progress in line with all pupils. ASD children accessing curriculum. Differentiation in place across the school.

MEDIUM TERM

<p>To review termly the attainment of all SEN pupils.</p>	<p>SLT/Class teacher meetings, to look at pupil progress</p> <p>Scrutiny of assessment system.</p> <p>Regular liaison with parents</p>	<p>Termly</p>	<p>Class teachers</p> <p>SLT</p> <p>SENDSCO</p>	<p>Progress made towards 'Assessment Cycle' aims/objectives. Provision mapping shows clear steps and progress made</p>
<p>To ensure that the curriculum includes 'challenge' for more able pupils.</p>	<p>Review and monitoring of the curriculum by the AHT lead and SLs, to ensure challenge is part of planning and outcomes for learners.</p>	<p>Ongoing Annually</p>	<p>AHT for curriculum</p> <p>Subject Leads</p> <p>Class teachers</p>	<p>More able children making proportionate progress. Achieving above average results</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"> • LSA Support in place for EHCP and high need pupils awaiting assessment • Wheelchair access • EASA Training • ECASS Whole school training. • Little Wandle Phonics training whole school, to support all children to read. • Elklan training for 10 members of staff across all Key Stages and levels of management. • Giving alternatives to enable disabled pupils to participate successfully in 	<p>Ongoing</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>

	<p>lessons.</p> <ul style="list-style-type: none"> • Use of manipulatives, visual resources, colourful semantics • Trinity class, with a bespoke sensory curriculum and specifically trained staff, for pupils with complex ASD • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. • Mental Health & Autism Awareness Weeks 			
LONG TERM				
To evaluate and review the above short and long term targets annually	See above	Annually	SLT 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	SLT 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.	Complete the replacement of old fluorescent lighting across the school.	Ongoing programme 2024-2026	SLT/Governors	Improving the concentration levels of pupils in class. Maintaining maximum lighting levels for effective vision.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	Asthma Friendly whole school training completed by 85% of staff. 3 x Asthma Champions trained in school. Asthma Friendly Accreditation.	September 2024	DHT Welfare Officer	Reduction of serious Asthma attacks and ensuring children with Asthma have the correct support post attacks..
MEDIUM TERM				
Ensure visually stimulating environment for all children with improvements to the outdoor learning environment.	Development of the courtyard to become a sensory play area for SEND pupils.	Spring/Summer terms 2024	SLT SENDCO Site Manager	To ensure that SEND pupils can experience engaging play and develop social interaction.

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. Liaison with the LA Installation of ANPR (Automatic Number Plate Recognition) around Granham Gardens and Dunholme Rd. Bikeability for KS2 children	Ongoing	SLT	Children come to school in safe and healthy ways.
To maintain accreditation of Enhanced Healthy Schools award	Continue to work towards Healthy Schools awards Travel award	Yearly review of schemes	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 Enfield Autism Advisory Service. Staff training. Development of the Trinity class and SEN Teacher to be based in Trinity 3 days per week.	Ongoing Spring 2024	SENDCO SLT	ASD children able to access curriculum. All staff to be aware of individual needs of ASD pupils. Key staff to have training for the specific needs of pupils in Trinity class.
To ensure that non-verbal pupils have access to expressing their likes and dislikes in school.	Development of 'Talking Mats' with the support of the consultant Speech and Language Lead teacher.	Spring & Summer Terms 2024	LSAs Class teachers SENCO	Non-verbal pupils have a voice and their views can be shared in assessment cycle and EHCP review meetings.
For parents with disabilities to be known to the school and access support.	Parent Support Adviser (PSA) and Pastoral Support team to be aware of parents that need additional support to access school activities/events: <ul style="list-style-type: none"> - Home visits - Virtual meetings - Special arrangements for collection of pupils where possible. 	Review September 2024 & mid-year for new entrants.	Pastoral Support Team	Parents with a disability can access school for their children and participate in school events.
MEDIUM TERM				

<p>To review children's records ensuring school's awareness of any disabilities</p>	<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 • Assessment Cycle meetings • Medical forms updated annually for all children • Personal health care plans • Significant health problems – medical needs booklet distributed to each teacher 	<p>Annually</p>	<p>SLT PSA Class teachers LSAs Outside agencies</p>	<p>Each teacher/staff member aware of disabilities of children in their classes. Class teachers planning differentiated lessons and providing appropriate resources.</p>
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>	<p>Continual review and improvement</p>	<p>Assessment leader/ SLT</p>	<p>Effective communication of information about disabilities throughout school. All pupils' needs met.</p>