

## **Landscape Primary School Accessibility Plan 2019-22**

At Landscape we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional or 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.

This accessibility plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

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”.

This plan should be read in conjunction with our other school policies and procedures.

### **1. Schools’ Planning Duty**

Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish an Equality Scheme to show how they will meet these duties.

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

The Accessibility Plan remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this plan and therefore, some items may roll forwards into subsequent plans. An accessibility audit (using the Direct Access Checklist) will be completed prior to the end of the plan to inform the review and update.

An Equality Impact Assessment will be undertaken as and when school policies are reviewed.

In accordance with the Act, the plan focuses on three ‘key areas’:

- To increase the extent to which pupils with a disability can participate in the school curriculum;
- To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability can access education and associated services;

- To improve the delivery of information to pupils, staff, parents/carers and other members of the school community with a disability.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented, reviewed and revised as necessary. An action plan is attached showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

The plan is to be reviewed and updated at least every three years.

## Landscore Primary School Accessibility Plan 2019-2022

### Aims and objectives:

- To increase the extent to which pupils with a disability can participate in the school curriculum, including those with a hidden disability
- To improve and maintain access to the physical environment
- To improve access to written communication and information

The table below sets out how the school will work to achieve these aims

<b>Area 1 ~ To increase the extent to which pupils with a disability can participate in the school curriculum</b>					
<i><b>Action to be taken</b></i>	<i><b>Who will be responsible</b></i>	<i><b>Who else will be involved</b></i>	<i><b>Success criteria</b></i>	<i><b>Cost</b></i>	<i><b>Timeframe</b></i>
To ensure that all members of the school community have access to the Equality Act and the updated Accessibility Plan.	HT	All staff	All staff are aware of the accessibility plan and the targets that we will be working on.	NA	June 2019
Ensure that lessons provide equal opportunities for all pupils.	HT	SLT/ teachers/ subject leaders	Lessons address a variety of learning styles and are differentiated appropriately. Activities and resources, where relevant, are adapted appropriately for differing needs, e.g. coloured paper for the visually impaired.	Staff training Time to produce resources	Monitoring termly ~ ongoing
Appropriate use of specialised equipment to benefit individual pupils & staff. Provide appropriate IT resources to meet pupil needs.	HT / SENDCo	IT lead /Teachers	There will be increased access to the Curriculum and the needs of all learners will be met adequately.	IT resources / equipment	As needed
Classrooms need to be optimally organised to promote the participation and independence of all pupils.	HT	Teachers/ TAs	Individual pupil's needs are met in the classroom environment and all pupils are able to work independently as far as possible.	New furniture	Ongoing

Ensure all pupils have access to physical activities through providing support and a wider range of resources.	HT	PE subject Leader/ Primary Sports	All children to take part in PE lessons. Children requiring additional help to access PE will be supported. All children in years 3 & 4 will take part in swimming, with support if necessary.	Time & Equipment	Monitoring termly ~ ongoing
Ensure school visits are accessible to all children.	HT	SENDCo/ TAs / Residential coordinator/ Parents	All children are able to participate in school visits.	TA time Transport	Ongoing
Ensure the school is able to accommodate the needs of SEN admissions.	SENDCO	SLT Gov	Effective communication between SENDCO, admin staff and teachers regarding information about new admissions to the school. Staff are able to provide the necessary support to students with SEN.	Time Any necessary alterations	Ongoing
Create access plans for individual children with a disability as part of the EHCP process.	SENDCO	SENDCO Class Teachers	Plans are in place for any pupils with a disability and all staff are aware of pupil's needs. Accessibility plan is updated accordingly.	Time	Ongoing
Use a range of strategies across the school to ensure the school is an 'autism friendly' school.	SENDCo	HT Class Teachers TAs	Greater consistency across the school in the use of specific strategies and resources such as visual timetables for children with autism.	Staff training	
Ensure effective TA support to enable inclusion of children on the SEND register in subject areas in which they require support, as identified in that child's IEP.	SENDCO	All staff	Children able to access all curriculum areas with appropriate support in place.	Staff training SENDCO time	Termly

To promote positive attitudes to disability and improve children's awareness of disabilities.	HT	PSHE subject leader All staff	PSHE / SEAL Curriculum / Assembly programme reviewed and widened to positively promote disability Local disability groups joining in assemblies and visits to school. Representation of disabled people in books and teaching materials and the inclusion of disability issues in the curriculum. Children have a greater understanding of disability issues.	Time Resources	Ongoing
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## Area 2 ~ To improve and maintain access to the physical environment

<i>Action to be taken</i>	<i>Who will be responsible</i>	<i>Who else will be involved</i>	<i>Success criteria</i>	<i>Cost</i>	<i>Timeframe</i>
Continually review the physical access arrangements of the school building	HT	Premises Manager SENDCO	Everyone will be able to access the school building and grounds. The school complies with DDA regulations.	Time Resources	Ongoing monitoring. Annual updates.
To ensure the efficient and effective maintenance of current modifications for disabled access.	Premises manager	HT SENDCo / Gov	School environment is appropriate for the needs of children within the school.	Updates and repairs	Ongoing
To ensure safe evacuation for all users of the building, particularly from upstairs, by investigating the purchase of an evacuation chair.	Premises manager	HT	Wheelchair users are able to evacuate the upstairs of the building in the event of a fire.	£2,000	Spring 2020
Improve signage to indicate access routes around school. Provide an access plan of the building in the reception area for visitors to school.	Premises Manager	HT	Pupils, parents and visitors with a disability are aware of wheelchair access to all parts of the school.	£100	Aut 2019
Improve hazard markings around the school to enable partially sighted users to identify hazards more easily.	Premises Manager	HT Caretaker	The site will be marked effectively to allow for those with visual impairment to be aware of potential hazards.	£50	Ongoing

## Area 3 ~ To improve access to written communication and information

<i>Action to be taken</i>	<i>Who will be responsible</i>	<i>Who else will be involved</i>	<i>Success criteria</i>	<i>Cost</i>	<i>Timeframe</i>
Provide information that is easily accessible and easily understood by all.	HT	Admin staff	All school users are able to access school information. School information is written in easily understood language. Parents know that the staff within the front office will help and support them to complete forms when necessary.	Time	Ongoing
Arrange to provide written material in alternative formats on request.	Admin staff	Admin staff	School users with disabilities are able to obtain information about the school in alternative formats. Parents are aware that they can request letters, newsletters etc in different formats, or that information can be emailed.	Publication Costs	Ongoing
Provide clearer communication to those with hearing impairments by extending the Sound Field system.	SENDCo Premises manager	HT	All hearing impaired users will experience improved communication within the school.	System and installation costs £2,500	Sept 2021