

# Lea and Garsdon CE Primary School Accessibility Plan 2020-2023



*Healthy trees bearing good fruit - Matthew 7 v 17*

## **Our Vision**

*To develop children who are healthy in body and mind, enjoy life and fulfil their potential so that they have a positive impact on the world.*

## **Our Core Values**

1. *Kindness*
2. *Wellbeing*
3. *Gratitude*
4. *Individuality*
5. *Community*
6. *Inspiration*

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Review</b>
<b>Physical Access</b>	Regularly audit accessibility of school buildings by SLT and governors. Suggest actions, prioritise and implement as budget allows	<ul style="list-style-type: none"> <li>• building improvements to help individuals will be progressed where individually appropriate and an efficient use of resources; minor adaptations to existing classrooms or buildings may be undertaken if it will provide for the needs of an individual where there is clearly an efficient use of resources</li> <li>• reasonable adjustments are made, including the new requirement to provide Auxiliary Aids for Disabled individuals subject to the Reasonable Adjustment duty<sup>1</sup> (in the SENd Code of Practice). These adjustments will also take aspects of Health and Safety into account where relevant and appropriate, for example, in relation to issues of buildings' security</li> </ul>	The school site is accessible for all.	<i>Ongoing plan adapted to specific needs of pupils and members of school community and in line with site building developments.</i>	

	Targets	Strategies	Outcome	Timescale	Review
Access for the visually impaired		<ul style="list-style-type: none"> <li>• access to specialist support, advice and equipment from Advisory Teachers for Physical Disabilities</li> <li>• ensure access to teaching/community areas for any physically disabled pupils, staff or visitors as needs arise</li> <li>• a suitable space is available for therapy or medical needs</li> <li>• school staff are available to liaise with visiting professionals</li> <li>• staff attend manual handling training, where manual handling is a component of the support being provided</li> <li>• the installations of height adjustable desks/work surfaces are incorporated into the specification of any new classrooms</li> <li>• pupils with mobility difficulties are taught in accessible teaching rooms</li> <li>• venues for educational trips and visits are accessible for individuals with mobility difficulties (risk assessed prior to school trips)</li> <li>• edges of steps and ramps are painted to be a contrast to the surrounding area</li> <li>• general and room signs are easy to read and at the correct height</li> <li>• door handles are of good contrast, and PE equipment such as benches contrast against the floors/walls of gym</li> <li>• handrails are provided that do not end before the top or bottom step</li> </ul>			

	Targets	Strategies	Outcome	Timescale	Review
Access for hearing impaired pupils		<ul style="list-style-type: none"> <li>we have systems in place to assist safe travel around the school site e.g. keep corridors clear of bags and clutter</li> <li>we regularly audit the school site for broken light fittings and potential trip hazards such as loose drain fittings or curled up carpet edges - this includes inside and outside areas</li> <li>ensure teachers and teaching assistants attend relevant training from a Qualified Teacher for Visually Impaired pupils</li> <li>consideration will be given to any new or replacement lighting in conjunction with specialist advice from specialist teachers of visually impaired</li> <li>ensure all new building complies with the <i>Acoustic Design of Schools</i> guidance (BB93<sup>1</sup>)</li> <li>provide rubber feet or 'hush ups' for chairs in classrooms where hearing impaired students are studying</li> <li>consider the acoustic environment and take steps to improve the sound and reverberation levels, by use of carpets, curtains, hush boards, ceiling tiles, close fitting doors etc.</li> <li>consider installing sound-fields into new and existing classrooms as these benefit all pupils, improve behaviour and concentration, and take away the strain on teachers' voices</li> </ul>			

	Targets	Strategies	Outcome	Timescale	Review
		<ul style="list-style-type: none"> <li>ensure teachers attend the training provided by the Advisory Teacher for Hearing Impairment that is provided free of charge to schools with HI pupils.</li> </ul>			
<b>Access to the curriculum</b>	All pupils to have access to a broad, balanced and relevant curriculum	Continuing professional development will reflect the needs of our cohorts	All pupils have access to a broad, balanced and relevant curriculum and data shows that they make progress within the curriculum.	Annual CPD plan	
	All pupils to have a differentiated curriculum that meets their needs	Adhere to SEN policy. Pupils with SEND have a support plan, My support plan or My plan that details the needs and strategies to differentiate with personalised curriculums where appropriate. Views of pupil, parents, and other professionals are reflected in individual plans.	Needs of individual pupils are met through detailed plans. Pupils make progress within the curriculum	Annual Monitoring plan: Lesson observations, intervention observations, work scrutiny, pupil voice.	
	All pupils access to the curriculum is increased by regular attendance	Monitor attendance of all pupils and groups of pupils	Attendance of groups of pupils is in line with or better than all pupils and national averages.	End of term data: October, December, February, March, May, July	
	Ensure that pupils with SEND can participate in extra-curricular activities and trips.	Monitor attendance of SEND pupils at extra-curricular clubs/ events. Full risk assessments of any trips, visits, activities to ensure pupils can access.	Attendance and engagement of SEND pupils at extra-curricular clubs, sporting events and off site visits is in line with all pupils.	3x year December, March, July	
<b>Access to information</b>	Parent information is accessible and read	Variety of channels of communication: written newsletter, text messaging service, website, emails, social media, phone calls and face-to-face contact as appropriate Inclusion Manager to be aware of needs of parents/carers and provide support when needed, for example: Use of Parent Support Advisor as necessary	Information is read. Parental engagement is high: parents feel that school is an approachable and supportive community.	Ongoing	

	Targets	Strategies	Outcome	Timescale	Review
		Use of EMAS translator services as necessary			

### Footnotes

<sup>i</sup> <http://www.legislation.gov.uk/ukpga/2010/15/section/20>

<sup>ii</sup> <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/BB93>