

Accessibility Plan



Policy Statement

The majority of the school building, playground and carpark is now accessible for a child in a wheelchair. The only part of the Junior school building that is not suitable for a wheelchair user is the main building 2nd floor upstairs 3 classrooms currently used by Year 6. At both schools there are specific classrooms allocated and resourced for pupils with hearing impairment.

Current Range of Disabilities within our Federation;

The school has children with a range of disabilities which include dyslexia, autistic spectrum disorder, cerebral palsy, diabetes, visual impairment, hearing impairment and severe allergies.

When children join our Federation with a specific disability, the Federation contacts the LA professionals for assessments, support and guidance for the Federation and parents. Personal emergency evacuation plans (PEEPSs) are produced as required.

If a child's needs change during their time at our Federation our inclusion leader will meet with parents and produce a support plan for them along with a PEEP.

Review Cycle: Annual

**Last Reviewed: 12th December
2018**

The Livingstone Road Primary Federation adopts the principles and procedures of this Policy for both Sylvan Infant School and Branksome Heath Junior School

Responsible for Review: LGB

**Next Review Date: December
2019**



| | Targets | Strategies | Outcomes | Goals Achieved |
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| Short Term (ongoing) | Monitor the physical environment to identify areas that may require attention | Regular visual inspections of all the schools e.g. steps, stairs parking issues, internal doors, toilets, gates, lighting, heating, signs, floor coverings etc. | Urgent items will be identified and addressed immediately. Other issues will enable med/long term planning to happen. | Workplace inspections carried out yearly. Site staff meetings/walk rounds carried out and documented. Visual inspections done by site staff H&S audits. |
| | Every classroom is optimally organised for pupils with sight, hearing, or physical impairment | The Inclusion lead seeks advice from professional bodies to identify the areas in most need of alteration and prioritise. Investigate the cost implications and plan for costings in the budget planning cycle | The potential requirements have been identified and, subject to cost implications, measures are in place to accommodate students | Every classroom is optimally organised for pupils with disabilities <i>as far as is practically and reasonably possible</i> . All pupils irrespective of disability are equally able to access the curriculum. |
| | Ensure pupils recovering from serious medical conditions have minimal risk of contracting infections | Parents to be reminded of need to inform school about infections that might cause problems and of the 48 hour rule. | Pupil is able to consistently attend school during recovery period. | Pupil maintains good progress and attainment. |
| | Provide specialist equipment for pupils to promote participation in learning | Assess the needs of the pupils in each class and provide equipment as needed e.g. special pencil grips, headphones, writing slopes etc | Barriers to learning will be reduced or removed | Pupils achieve their full potential |
| | Ensure that all parents and other members of the Federation can access information | Written information will be provided in alternative formats if necessary | Information is adjusted according to need | All parents and Federation community are kept fully informed |
| | Ensure that parents who are unable to attend school, because of a disability, can access parents evening | Staff to hold parents evenings by phone or send home written information | Parents kept informed of their child's progress and are able to maintain a joint responsibility in their child's learning journey | The Federation is meeting their statutory duty of reporting to all parents/carers as outlined in the ARA |



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| Medium Term | <p>Raise awareness of all employees of the definitions of disability as defined in the Equality Act with reference to hearing, visual and physical impairment and their rights in terms of the Equality Act</p> <p>To make staff aware of the National Curriculum Inclusion Statements i.e.</p> <ul style="list-style-type: none"> -setting suitable learning challenges -responding to pupils diverse learning needs | <p>Publicise the information to all employees.</p> <p>Staff training during the induction period and throughout the academic year.</p> | <p>Staff aware of the implications of the Equality Act.</p> <p>Staff aware of the national curriculum inclusion statements.</p> <p>Strategies to enable full curriculum access for students with a range of disabilities to be identified in the Federation Improvement Plan.</p> | <p>Quality of the learning experience for all students and quality of teaching /support improved with wider use of technology and practices.</p> |
| | <p>-overcoming potential barriers to learning and assessment for individuals and groups</p> <p>To ensure all staff adapt these to inform differentiated planning and provision across the academy.</p> <p>Carry out a Federation risk assessment of the wider curriculum e.g. clubs, visits to ensure that all disabled pupils can participate.</p> | <p>Staff training to ensure that action planning and planning of schemes of work is informed by inclusion statements.</p> <p>Risk Assessment of all activities to ensure equal opportunities</p> | <p>All staff are aware of a range of interventions available in the Federation to meet the needs of all pupils.</p> <p>Wider curriculum enables access and ensures participation by disabled students.</p> | |



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| Long Term | The Federation is prepared for the eventuality of receiving any pupils with a disability. | Consult with feeder schools on potential new pupils each year and review current provision. | Taking into account the site and buildings reasonably practicable measures have been taken to ensure equal access to the curriculum for all pupils. | All pupils irrespective of disability are equally able to access the curriculum. |
| | The Federation supports all pupils with medical conditions. | <p>The Federation uses the Hamwic Trust policy stating how children will be supported in schools.</p> <p>Individual Health Care plans will be put into place, followed & reviewed. Sufficient staff will be trained to support children with specific medical needs.</p> | All pupils will have full access and have the same opportunities at school as any other pupil. This is monitored regularly and reviewed by school Governors. | All pupils regardless of a medical condition will be able to access federation fully & be supported. |

