

ACCESSIBILITY PLAN

Leighswood School

Completed by D Speirs
(Designation) Head teacher

Completed By:	D. Speirs
Date Completed:	October 2015
Agreed by Staff:	Autumn 2015
Agreed by Governors:	Autumn 2015
To be reviewed:	Autumn 2018

Contents

1	School Profile	.....	Page 1
2	Barriers Check list	.....	Page 2
3	Key Recommendations	.....	Page 6
4	Activities		
1	Disability Equality	.....	Page 7
2	Physical access	.....	Page 8
3	Curriculum access	.....	Page 9
4	Information access	.....	Page 10
5	Year one targets	.....	Page 11
6	Reasonable adjustments required	.....	Page 12
	Appendix 1	.....
	Appendix 2	.....

School Profile

Leighswood is a large primary school located on Broadmeadow in Aldridge, on the eastern edge of Walsall. The school has 585 pupils aged between two and eleven years. Our Nursery offers part-time places for up to 78 children. The school serves the immediate Aldridge area but also draws children from wider afield. The school has a large staff of over 90 people.

The school prides itself on having an inclusive and caring ethos. We aim to provide inspiring and exciting learning experiences in a happy and stimulating environment so every child is challenged to achieve their best.

The school has three separate buildings: Foundation Stage and Key Stage 1; Leighswood Child Care (in the building which was formerly the children's centre); and a KS2 building. Each building has disabled access and disabled toilet facilities. At KS1, there is a lift and ramp for wheelchair access into one classroom. There are stairs at KS2 but alternatives can be found to avoid using the upstairs classrooms. The school has extensive grounds including playgrounds, playing fields, car parks, a trim trail and a forest school learning environment.

Identifying Barriers to Access

Question	Completed	In Progress	Under discussion	Not yet addressed
Devising a Disability Equality Scheme			Y	
Have we identified those who are disabled in our school?	Y			
Have we collected enough data on pupils with disabilities in our school?	Y			
Have we consulted with all disabled people with an interest in our school?	Y			
Have we made good use of existing representative groups of disabled people?		Y		
Do we promote positive attitudes towards disabled people?	Y			
Do we include pupils with disabilities more favourably?	Y			
Do we encourage pupils with disabilities to participate in, for example, school council?	Y			

Question	Completed	In Progress	Under discussion	Not yet addressed
Physical Access				
Are your classrooms optimally organised for disabled pupils?		2 upstairs classrooms at KS2 are not accessible. Only 1 classroom at KS1 is accessible with ramp and lift. Access at FS classrooms is via Green room/main entrance.		
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	Y			
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		Y- see above.		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	Y			
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities: including alarms with both visual and auditory components?		Y		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?				Y
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	Y			
Are areas to which pupils should have access well lit?	Y			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	Y			
Is furniture and equipment selected, adjusted and located appropriately?	Y			
Access to school facilities.	Y			
School sports.	Y			
How the school deals with emergency procedures.	Y			
Breaks and lunchtimes.	Y			
The serving of school meals.	Y			

Question	Completed	In Progress	Under discussion	Not yet addressed
Curriculum Access				
Do lessons provide opportunities for all pupils to achieve?	Y			
Are lessons responsive to pupil diversity?	Y			
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Y			
Are all pupils encouraged to take part in music, drama and physical activities?	Y			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	Y			
Do you provide access to computer technology appropriate for students with disabilities?	Y			
Teaching and Learning.	Y			
Classroom organisation.	Y			
Timetabling.	Y			
Assessment and exam arrangements.	Y			
Preparation of pupils for the next phase of education.	Y			
Information Access				
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		Y		
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?	Y			
Do you have the facilities such as ICT to produce written information in different formats?				Y
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		Y		
School announcements.			Y	
Access to information.				Y

Question	Completed	In Progress	Under discussion	Not yet addressed
Organisational				
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?		Y		
Preparation for entry into school.	Y			
Grouping of pupils.	Y			
Homework policy and practice.	Y			
School discipline and sanctions.	Y			
Exclusion procedures.	Y			
School clubs and activities.		Y		
School trips		Y		
The school's arrangements for working with other agencies.	Y			
Attitudinal				
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Y			
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Y			
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Y			
Are there high expectations of all pupils?	Y			
Do staff seek to remove all barriers to learning and participation?	Y			
Access to the curriculum.	Y			
School policies, e.g. anti-bullying, SEN policies, health and safety.	Y			
Interaction with peers	Y			

ACCESS PLAN

School: Leighswood	
AUDIT INFORMATION	KEY RECOMMENDATIONS
<p>Physical Access Access for wheel chair users is available to all parts of the school site except the upstairs classrooms and all but one of the classrooms at KS1.</p>	<p>Continue to liaise well with parents/carers and children and outside disabilities advisers as necessary to devise suitable risk assessments for each individual. Work with children using crutches and wheel chairs to anticipate dangers (eg uneven and slippery surfaces on the playground) to enable greater independence. Anticipate any difficulties a child may have accessing classrooms at KS1 and 2 and make arrangements for staff and children to move classrooms as necessary.</p>
<p>Curriculum Access The school provides a broad curriculum to all children. This includes the school and national curricular as well as a range of extra-curricular activities held at dinnertime and after school.</p>	<p>Liaise with parents/carers and children about children accessing after school clubs, holiday schemes and visits. Provide additional staff to supervise children with disabilities and additional transport as necessary.</p>
<p>Information Access School provides information in different ways: paper copies such as newsletters, by email, on the school website and in texts.</p>	<p>Consider whether there are any families who are unable to access information at present; eg due to visual difficulties or language barriers. Explore other means of effective communication.</p>

ACCESS PLAN

Disability Equality Duty

Time Scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term	Review and update access (physical, curriculum, information) for disabled pupils, parents and visitors with external adviser, parents and pupils.	Arrange meeting(s) with external adviser. Review arrangements with pupils and parents as part of IEP reviews.	Disability equality is improved because it is reviewed on an ongoing basis internally and regularly by an external adviser.	Ongoing July 2015	SENCO, SBM HT	Disability equality is incorporated into site development plans and school policies.
Medium Term	Improve signage to indicate access routes around school	Signage indicates disabled parking bays, lifts, wheel chair access.	Access is improved for disabled around the school site.	ongoing	SENCO,SBM caretaker	Disabled people are more aware off wheelchair access to all parts of school.
Long Term	Develop awareness of staff of equality issues for disabled	Audit of needs of disabled pupils and parents. Training for all staff re equality issues.	Increased awareness of disability equality issues and measures that can be taken to reduce inequality.	2016-17	SENCO, external adviser.	Improved access to all school activities for disabled stakeholders. Improved inclusion.

ACCESS PLAN

Physical Access

Time Scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term	Provide appropriate wheelchair accessible toilets with changing facilities.	Maintain wheelchair accessible toilets and evaluate availability of suitable changing facilities in school, including child care. Seek external advice as necessary.	Access is improved to toilets and suitable changing facilities are provided (for child being changed and for adults changing them).	In place and ongoing. June 2016	SBM	Physical accessibility of school is increased. Wheelchair accessible toilets and changing facilities are available in all school buildings.
Medium Term	Maintain safe access around exterior of school.	Improvements to help visually impaired; highlighting steps, manhole covers; removal of vegetation from pathways.	Access around school site to be fully compliant.	Ongoing Dec 2016	SBM Caretaker, grounds maintenance	Disabled people to be able to move unhindered around external parts of the school site.
Long Term	Improve access for wheelchair users in school.	Ramp and lift to be built in a Yr 1 classroom for improved access.	Access is improved to Year 1 for wheel chair users.	June 2018	SBM Finance committee	Physical accessibility of the school building is increased.

ACCESS PLAN

Curriculum Access

Time Scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term	CPD for staff on increasing access to the curriculum	Staff training on autism and dyslexia.	Staff are more aware of children's different Special Educational Needs and how to provide effectively for these.	July 2016	SENCO SLT	Increased access to the Curriculum. Needs of all learners met.
	CPD for staff n differentiating the curriculum	Training for all staff on differentiating the curriculum to improve access and participation.	All staff are able to more fully meet the requirements of disabled children's needs re accessing the curriculum.	Ongoing July 2016	SENCO SLT	Increased access to the curriculum. Needs of all learners met. Parents informed.
Medium Term	Improve children's ability to access the curriculum because of temporary or long term disability by teachers making available different resources and approaches to learning.	Training for staff, including sports coach, on increasing access to the curriculum for disabled pupils and use of different learning approaches and resources.	Specialist equipment, resources and specific approaches to learning are provided for children with disabilities.	Dec 2016	SENCO CPD by external provider.	Increase in access to the curriculum for all children.
Long Term	All out of school activities (clubs, trips) are planned to ensure, where safe and reasonable, the participation of all pupils.	Review all out of school provision to ensure compliance with legislation.	All out of school hours and off site activities are conducted in an inclusive environment with providers that comply with current and future legislative requirements.			Increase in access to all school activities for all disabled pupils where safe to do so.

ACCESS PLAN

Information Access

Time Scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term	Improve communication with parents	New noticeboards are bought. Leaflets and newsletters are displayed in foyers and offices for parents to read and collect.	Take-up of information by parents is greater.	May 2016	SBM and admin staff HT	Improvements in communication with parents.
Medium Term	Written information is available in different formats when specifically requested.	Staff to make itself aware of services available for converting written information into alternative formats.	Provide written information in different formats when requested for individual purposes.	Dec 2016	SLT SBM	Delivery of information to pupils, parents and the local community with specific disability and language needs is improved.

Disability Discrimination Act

The Special Educational Needs (SEN) and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The plan must be renewed every three years. The current time frame is 2015-18.

Disability Equality Duty

The Disability Discrimination Act 1995 (DDA) has been amended by the Disability Discrimination Act 2005 so that it now places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

The duty does not create new individual rights for disabled people. The duty provides a framework for schools to carry out their functions more effectively and to tackle discrimination and its causes in a proactive way. The duty thus reinforces the pre-existing duties under the Act. There are both general and specific duties. These duties are described in more detail in the next section.

The most important specific requirement is for public authorities, including schools, to have a Disability Equality Scheme. This requirement for schools comes into force in December 2006 (for secondary schools) and December 2007 (for other schools). This plan covers the requirements of the Scheme.

Producing the Disability Equality Scheme (DES) and Accessibility Plans

Schools are already required to plan to improve the accessibility of their schools for their disabled pupils under the planning duties contained in Part 4 of the DDA and the DES will build on this work. However, the DES brings extra requirements; the DES must cover disabled employees and other disabled users of school premises and services (such as parents and carers) as well as pupils and also disabled people must be involved in the production of the DES.

The main elements and actions contained with the DES can also be reflected within other school documents, such as a equal opportunities policy, school improvement plan, or prospectus. Schools may wish to publish a single document that contains both their access plan and the DES, or a separate plan and Scheme. However the school chooses to present this information, the DES and the main elements of the DED need to be distinct, easily identifiable and set out in one place.

What needs to be in your Disability Equality Scheme (DES)?

- A statement of how disabled people, children, young people and have been involved in developing the Scheme
- Arrangements for gathering information on the effect of your policies and practices
- Details of how the information gathered will be used
- Your methods for assessing the impact of your policies and practices on disability equality and where improvements can be made
- A plan of action – a list of action points that detail the steps that you are going to take to meet the general duty