**Lodge Lane Infant School**

 **Accessibility Plan**

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| **This policy was approved by the Local Governing Body on:-** | **MARCH 2021** |
| **The policy owner is:** | **REBECCA DEWING HEAD TEACHER** |
| **This policy will be reviewed by the Local Governing Body in:****(unless earlier review is recommended by the Trust)** | **MARCH 2022** |
| **Policy Version:** | **V1.3** |
| **Signed by the Chair of the Local Governing Body:-** | **JASON TIPPLE** |
| **Ratified by the Board of Trustees** |  |
| **Signed by the Chair of Trustee Board** |  |

Lodge Lane Infant School has been described by Ofsted as being ‘a good school that pupils enjoy attending and where they feel happy and are safe.’ We want all children to enjoy school, to be challenged to achieve their very best, and to develop a love of learning. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

**Purpose of Plan**

This plan shows how Lodge Lane Infant School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

**Definition of disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse affect on his/her ability to carry out normal day to day activities.

**Areas of planning responsibilities**

* Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
* Improving access to the physical environment of the school (this includes improvements to the physical environment of the school and physical aids to access education)
* Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils’
* disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable timeframe.

**Contextual Information**

Lodge Lane Infant school is a single storey building where every classroom is accessible by a step. The main entrance to the school has

level access which does not require a ramp. The school has an accessible toilet.

At present, we have no wheelchair dependent pupils, staff or parents.

**Current Range of known disabilities**

 The school has children with a range of disabilities which includes moderate and specific learning disabilities.

**Increasing access for disabled pupils to the school curriculum.**

Improving teaching and learning lies at the heart of the school’s work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child’s needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

**Improving access to the curriculum**

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| **TARGET** | **STRATEGIES** | **TIME SCALE** | **RESPONSIBILITY** | **SUCCESS CRITERIA** |
| Increase confidence of all staff in differentiating the curriculum | Be aware of staff training needs on curriculum access Assign CPD as and when necessary | Continuous and as required | HT/SENCO | Raised staff confidence in strategies for differentiation to meet differing needsImproved curriculum access for all pupils |
| Ensure classroom support staff have specific training on disability issues | Be aware of staff training needsAssign CPD as and when necessary | As required | HT/SENCO | Raised confidence of staffImproved curriculum access for all pupils |
| Ensure all staff are aware of disabled children’s curriculum access | Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child | As required | HT/SENCO | All staff aware of individual’s needsConsistent approach from all staff to individual child |
| Use ICT software to support learning | Make sure software purchased and installed as appropriate | As required | HT/SENCO | Improved curriculum access for disabled pupils |

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| All educational visits to be accessible to all | Develop guidance for staff on making trips accessible Ensure each new venue is risk assessed for appropriateness | As required | EVC | All pupils and staff in school able to access all educational visits and take part in a range of activities  |
| Review PE curriculum to ensure PE accessible to all | Gather information on accessible PE and disability sports Seek disabled sports people to come into school for an assembly | As required | PE lead | All to have access to PE and be able to excelRaised awareness of inclusion amongst staff and pupils |

**Improving access to the physical environment of the school**

All areas of the school are accessible to all pupils, staff and parents. Additional provision, in exceptional cases, will be negotiated when a pupil’s specific needs are known. We will request and follow the guidance of support agencies such as the Virtual School for Sensory Support to ensure that our school’s physical environment meets the needs of all who use it.

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| **TARGET** | **STRATEGIES** | **TIME SCALE** | **RESPONSIBILITY** | **SUCCESS CRITERIA** |
| The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors | To create access plans for individual disabled pupils as part of the PLP process when required. Be aware of staff, governors and parents access needs and meet as appropriateAt new intake meetings, find out the access needs of parents/carersConsider access needs during recruitment processEarly transition meetings with pre-school settings to ensure school is prepared for new entrants with disabilities | As requiredAnnually As requiredAnnually  | HT/SENCOHT and EYFS teamHT and JWEYFS lead and JW | PLPs in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met. Parents have full access to all school activities. Access issues do not influence recruitment and retention |
| Layout of school to allow access for everyone to all areas | Consider needs of disabled pupils, parents, staff when considering any new design and layout of school and allocation of classes each year | Annually | HT and JW | Accessibility for all |

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| Improve signage and external access for disabled people | Follow advice of environmental audit by Virtual School for Sensory Support | As required  | HT and JW | Everybody feels safe within school grounds |
| Ensure all disabled pupils, parents and staff can be safely evacuated | Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Annual review of evacuation procedures to ensure all staff are aware of their responsibilities | As required Annually  | SENCO and JWHT and JW | All disabled pupils and staff working alongside are safe in the event of a fire or other emergency requiring evacuation of the building |
| All fire escape routes are suitable for all | Make sure all areas of school have wheelchair access and that corridors and escape routes are kept clear | Ongoing  | HT and JW | All disabled staff, pupils and visitors can evacuate the building without being obstructed |
| Ensure access to IT equipment for staff, parents and pupils | Liaise with VI/HI support team for information with regard to any visually and/or hearing impaired pupils, staff or parents | As required | SENCO and JW | Everyone has access to IT equipment |

**Improving the delivery of written information to disabled pupils, parents and carers**

This will include planning to make written information that is normally provided by the school available to all. Examples might include newsletters, reading books and homework. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils, we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

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| **TARGET** | **STRATEGIES** | **TIME SCALE** | **RESPONSIBILITY** | **SUCCESS CRITERIA** |
| Ensure information given to parents and carers is accessible | Provide information and letters in clear print in ‘simple’ English. School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired. | Ongoing  | HT and office staff | All parents receive information in a form that they can accessAll parents understand the headlines of the school informationCommunication between school and all parents is good |

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| Ensure all staff are aware of guidance on accessible format and who requires what | Information sharing between all staff | As required | HT | Communication between school and all parents is good |
| Provide information in other languages for pupils and parents who may have difficulty with hearing or language problems | Access to translators, sign language, interpreters to be offered if possible | As required | HT | All parents receive information in a form that they can accessAll parents understand the headlines of the school informationCommunication between school and all parents is good |

**Monitoring and Review**

The Local Advisory Board will review this policy every year and assess its effectiveness and implementation. Any deficiencies identified shall be corrected and used to inform review of the policy, which will be promoted and implemented throughout the Academy.

The Head Teacher will report on the effectiveness of the policy to the Local Advisory Board as and when guidelines or best practices have materially changed or at a frequency requested by the LAB.

**Prepared by Rebecca Dewing**

**Due for Review – March 2022**