



# LIGHTWOODS PRIMARY ACADEMY

## Accessibility Policy and Plan

At Lightwoods Primary Academy, 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. Lightwoods Primary Academy promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.



We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

**Aims:**

- To increase the extent to which pupils with a disability can participate in the curriculum
- To improve the physical environment of the school to enable pupils and families with disabilities to take better advantage of the facilities and services provided
- To improve the availability of accessible written information

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

The accessibility plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.



Whole staff training will recognise the need to continue to raise awareness for staff and governors on equality issues with reference to the Equality Act 2010.

It may not be feasible to undertake all of the works during the life of the Accessibility Action Plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school towards the end of each period covering the plan, and will be used to inform to actions of any subsequent plans.

### **Legislative Compliance**

This plan complies with Section 69 (2) of the Children and Families Act 2014 Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.

### **Definition of Disability:**

Under the Equality Act, 2010, you are classed as disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The purpose and direction of the school's plan: vision and values

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

We provide all pupils with a broad and balanced curriculum, which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum.



### Drawing up an action plan:

The three areas to be considered in this plan are:

a) Improving Education and related activities

The school will continue to seek the advice of LEA services, such as professionals from Inclusion Support, and of appropriate health and wellbeing professionals from the local NHS Trusts.

b) Improving the Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, and colour schemes, and more accessible fixtures and fittings.

c) Improving the provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

### **Education and related activities:**

The school will continue to seek and follow the advice of appropriate specialists.

The school's SENDCO, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities. This may include the deployment of teaching assistants appropriate to facilitate participation.



Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

### **Provision of Information:**

The school will make itself aware of local services, including those provided through the LA and Shireland Collegiate Academy Trust, for providing information in alternative formats when required or requested.

### **Current Provision:**

The school currently has an average of 20% of pupils on the SEN register with varied needs. The Special Educational Needs of the pupils include a range of language difficulties, including Speech, language and Communication difficulties, social, emotional and mental health needs and medical needs, such as allergies and specific medical needs.

The school has physical access to the main entrance and there are disabled toilet facilities. Pathways of travel around the school site and parking arrangements are safe. School fences are closed during the school day to prevent vehicles and unauthorised persons entering the site. All play areas are fenced off from the car park.

Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the playground. We will review the provision of a visual alarm should the need arise. Pupils/staff with additional specific needs have personal evacuation plans (PEEPs) in place. These are reviewed annually.

Furniture and equipment are selected as standard, age related as appropriate. Where further specialist furniture is needed, this is sought with support from agencies and Inclusion Support.



All pupils are encouraged to take full part in all areas of the curriculum. Pupils with disabilities are included in drama productions, music, PE and assemblies.

School visits, including residential visits, are made accessible to all children, irrespective of attainment or impairment.

Teachers and teaching assistants attend SEN courses as appropriate to support specific needs. Teachers work closely with TAs to address pupil Individual Teaching Plan targets and liaise with specialist and support services.

Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.

Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who may have difficulties reading or copying from the board are given printed copies of texts, or information is written down for them.

We have a clear policy on the administration of medicines with trained staff. There is a register of children with medical needs, and children with specific or complex needs have individual care plans in place, which are reviewed annually. Lists of these children are given to class teachers and stored in classrooms.

Epi-pens and inhalers are always taken on visits and trips out of school. Staff trained in first aid accompany all trips and special arrangements for children who require them, are made clear and explicit on the risk assessments.



## Action Planning

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support
- The SENDCO has an overview of the needs of disabled pupils
- There are high expectations
- There is appropriate deployment and training of learning support staff
- Successful practice is shared within the school
- The school works together with partner schools as required
- Disabled pupils have access to extra-curricular activities
- The school environment meets the needs of all pupils

Action plan is set out below.

Signed on behalf of staff .....Date.....

Signed on behalf of Governing Body (SPC) .....Date.....



## Lightwoods Primary Academy Accessibility Plan 2021

### **Purpose of the Plan**

The purpose of this plan is to show how Lightwoods Primary Academy intends, over time, to increase the accessibility of our school for disabled pupils.

### **Definition of Disability**

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

### **Physical Environment**

The physical environment of the school and surrounding areas can be a significant barrier to participation in educational activities for disabled pupils. The school is committed to removing these barriers on both sites as part of its vision of an inclusive school.

The school has been successful in completing the following priorities for physical improvements to increase access:-

- The main school entrance is clearly distinguishable from the main walkway into the building
- The main doors to the building are wide enough for all users with enough space alongside the leading edge for a wheelchair user to open the door while clear of the door swing
- The Entrance has a level threshold
- There is barrier matting in the main entrance which is flush with the floor
- The main entrance doors are glazed and people either standing or seated in a wheelchair would be visible to each other on either side of the doors
- The intercom is accessible for wheelchair users





- There are access points via a ramp for access by wheelchairs
- The surface of the ramps is slip-resistant
- There is a disabled toilet situated in the nursery (Tinywoods) where there is also a changing station situated
- At Castle Road, we have a changing room facility, a disabled toilet and changing room
- There is a parking bay marked on the school car park designated for disabled visitors/pupils parents
- Internal stairs have strips to highlight steps
- Corridors are kept clear from obstructions at all times

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Equality and Diversity Policy
- Health and Safety Policy
- SEN Policy
- School Improvement Plan

The Accessibility Plan will be published on the school website and will be monitored through Governing Body Committees and reported to the Full Governing Body.



September 2021

Objectives		Action			Timescale	Impact
		How	Who	Resources		
<b>Section 1: How does the school deliver the curriculum?</b>						
1.1	Consult with parents, pupils, staff and governors to become fully aware of needs and to support additional access to the curriculum	Annual reminder to families, through the newsletter to inform school of any issues accessing areas of the school	Principal & SENDCO	Staff time	Ongoing	
1.2	Ensure curriculum planning takes into account all pupil needs and ensures full access to learning	Adjustments in curriculum planning to be included as part of monitoring and reasonable adjustment work Ensure all staff receive relevant and timely training on a range of effective strategies to support learners with SEND Consider and actively plan for adjustments in the delivery of learning for those who need it Targets	Subject leaders  SENDCo  Class Teachers	Staff time  Resource purchasing	Ongoing	
1.3	Ensure all school trips and visits are accessible to all pupils	Reasonable adjustments made Ensure that school is compliant with Equality Act 2010 Ensure risk assessments plan for reasonable adjustments	Visit Leaders	Staff time  Resource purchasing	Ongoing	



		Ensure staffing is available to provide appropriate levels of support Ensure venues and means of transport are vetted for suitability				
1.4	Ensure that a range of protected characteristics are represented in the curriculum and learning materials available	Regularly monitor representation of protected characteristics in the school curriculum Identify and act on areas of improvement Regularly gather pupil and family voice regarding diversity and inclusion	Subject Leaders & SLT	Staff time	Ongoing	
<b>Section2: Is school deigned to meet the needs of all pupils? (Physical Environment)</b>						
2.1	Improve the physical school environment	Ensure that the needs of pupils and families with physical disabilities, medical conditions, and sensory impairments are considered when planning and undertaking future improvements and refurbishments of the site and premises, such as access, lighting, colour schemes, ramps, wheelchair accessibility, parking, signage, access to the site, to enable visitors, families and pupils to access all areas.	Principal, SENDCo & Site manager	School premises / maintenance budget	Ongoing	
2.2	Ensure that reasonable adjustments are made for pupils and families with a disability, medical condition or other access needs	Create personalised risk assessments and PEEPs (Personalised Emergency Evacuation Plans) for individual pupils. Liaise with external agencies to identify and implement training where necessary. Ensure actions, including emergency evacuation procedures are clear and that staff are capable of carrying them out.	SENDCo & Site Manager	School premises / maintenance budget	Ongoing	
<b>Section 3: How does school deliver materials in other formats? (Provision of Information)</b>						
3.1	Ensure that spare copies of all school communications are readily available for parents via the school office	Copies available as hard / digital copies Respond proactively and promptly to requests from parents regarding format	Office Staff & SBM	Staff time Office resources	Ongoing	



3.2	Develop digital school communications to all parents, using software which improves inclusion i.e. immersive reader functions	Use software with enhanced features wherever possible Investigate alternatives, where this is not possible	Principal, Office Staff, IT lead, SENDCo and SBM	Staff time Resource purchasing	Ongoing	
3.3	Ensure communications with parents with a disability or language needs (i.e, English as an additional language) are planned for and met	Use enhanced technologies for parents with a disability Provide interpreters for parents with EAL	Principal, Office Staff, SENDCo and SBM	Staff time Resource purchasing	Ongoing	