Layfield Primary School

Accessibility Policy and Plan

September 2022

Review Date: September 2024

At Layfield Primary School we believe that all pupils have equal rights to education and strive to provide an environment where access for all is paramount. We provide for the additional needs of disabled pupils and those who have special educational needs. We are committed to providing best inclusive practice, and therefore the intention of this plan is to identify and eliminate barriers for pupils with disabilities. These include aspects of the physical environment, the provision of auxiliary aids and services, teaching and learning practices, the curriculum, staff training, the culture and ethos of the school, the provision of information.

We recognise that all children have rights. The following Articles from the United Nationals Convention on the Rights of the Child are particularly relevant to this policy:

- Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
- Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 4 (implementation of the Convention) Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.
- Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.
- Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.
- Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Audit and Review of Current Activities

At Layfield Primary School an audit is formally reviewed bi-annually, but revised as necessary.

A range of experience and expertise is important to the development and implementation of the plan, particularly with regard to the following areas:

- Increasing the extent to which disabled pupils can access and participate in the curriculum (including the wider curriculum - visits, after-school clubs, leisure and cultural activities)
- Improving the physical environment to increase the extent to which disabled pupils can take advantage of education and associated services (including physical aids to access education)
- Improving the delivery to disabled pupils of information which is provided to pupils who are not disabled (including hand-outs, timetables, text and exercise books, and should take account of pupils preferred formats and methods of communication)

A person has a disability is 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.

During the review consideration was given to the current and future needs of the school. Data is monitored and groups are taken into consideration, including pupils of the SEND register who may have a range of needs including:

- Physical disability

- Hearing Impairment

- Visual Impairment

- Social and emotional needs

- Learning difficulties

- ASD

- Speech and Language needs

Identify Actions

The following checklist (Accessible School Summary Guidance 2002) has been used by the working party to identify barriers to access that exist in school. Should a pupil with a disability be admitted to school, this checklist will be used prior to admission to assess and then plan for their access arrangements:

Section 1: How does school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to support disabled pupils?	Training needs are reviewed regularly. Training is accessed from a range of services including school nurse, local authority, educational psychologist, etc. Lunchtime supervisors and other staff are also included in the training as necessary.	
Are the classrooms optimally organised for disabled pupils?	Furniture is arranged to enable safe and easy movement around the environment. Resources are made easily accessible to all pupils, including specialised resources (e.g. visual timetables)	
Do lessons provide opportunities for all pupils to achieve?	Staff are aware of all pupils learning needs and plan accordingly. Achievement is regularly monitored to ensure that progress is made and targets are met. Pupils with SEND have IEP's.	
Are lessons responsive to pupil diversity?	Staff take account of pupils needs, culture and religion etc. and plan opportunities to enrich the curriculum. Where these are not evident, staff make use of local resources, pupils from Conyers School, the internet, etc.	
Do lessons include work to be done by individuals, pairs, groups and the whole class?	A range of groupings is used in all classes as	

	appropriate. These include opportunities for pupils to work with older and younger children, mixed and same ability, mentors, etc.	
Are all pupils encouraged to take part in music, drama, and physical activities?	All pupils participate in all areas of the curriculum unless there is very good reason for them not to do so (for example, a medical note)	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip-reading?	Staff are trained and made aware of needs as they arise. TA time is deployed to support the needs of individuals.	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Staff are trained and made aware of needs as they arise. TA time is deployed to support the needs of individuals.	
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 activities?	Staff are training and made aware of needs as they arise. TA time is deployed to support the needs of individuals.	
Do you provide access to computer technology appropriate for pupils with disabilities?	A range of IT programmes and equipment is available in school. Staff plan to use this according to pupil needs.	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	All pupils are included in all visits. Their needs are considered and provision (e.g. extra supervision) is made available. Risk assessments reflect level of supervision etc to meet need.	
Are there high expectations of all pupils?	Challenging but achievable targets are set for all pupils. These are reviewed regularly. Progress is expected by all pupils. Targets may be for a range of aspects of the pupils development and may be on their IEP, APP, or AM.	
Do staff seek to remove all barriers to learning and participation?	All pupils are expected to make at least expected progress and participate fully. Where necessary adaptations are made to ensure that	

	all pupils needs are met.	

Section 2: Is the school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gym, outdoor sporting facilities, playground and common rooms – allow access for all pupils?	Shared areas of the school are easily accessible to all pupils. Consideration is given to the size of classes and classrooms when allocating provision as our rooms vary in size and shape.	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as doorways, steps and stairs, toilet facilities and showers?	Ramps to enable access to the building are available at various points. Doors are wide enough to enable wheelchair access. We have two disable toilets and a shower. Wheelchair users would require assistance with opening doors.	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	Disabled parking bay in car park. Pathways around the site are level. Ramp to access building at several places.	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	Evacuation systems are in place and practiced at least each term. All alarms have auditory components and some alarms have visual display.	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		No, this is currently not needed. Should a pupil with a visual disability be admitted to school this would be addressed.
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairments, autism or epilepsy?	Signage is clear, pictorial and simple. Pupils are trained in evacuation procedure and this is practiced at least termly. Pupils with autism are made aware of procedure and what to expect in the event of an evacuation and supported accordingly.	
Are areas to which pupils have access well lit?	External and internal areas are all well-lit. Lighting is checked regularly by the site	

Question	Yes	No
	manager. Some internal lighting is automated by movement sensor and timers.	
Are steps made to reduce background noise for hearing impaired pupils, such as considering a room's acoustics and noisy equipment?	A positive working environment is promoted at all times. Consideration is given to the needs of pupils in the immediate and surrounding/adjoining areas. Rooms are of good acoustic condition.	
Is furniture and equipment selected, adjusted and located appropriately?	Furniture and equipment is made available according to the needs of pupils. Some furniture and equipment is stored and provided according to the lesson / activity.	
Are auxiliary aids and services provided to disabled pupils?		No aids are currently required, but would be should the need arise.

Section 3: How does school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audio-tape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of information?	When needed, pupils are provided with symbol information to support their needs.	
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?	Pupils for whom this is necessary are provided with additional adult support for this purpose.	
Do you have the facilities such as ICT to produce written information in different formats?	Staff are all IT literate and make use of ICT to support learning in a variety of ways, including the use of presenting information in different formats (tables, diagrams, pictures, video, written text, etc)	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Staff attend SEND meetings and training to maintain and develop skills and practices.	

The local authority also conducts an audit (originally completed by Layfield Primary School in September 2010, reviewed in September 2012, June 2014, March 2016 and March 2017). There are no actions identified from the most recent audit.

Set Goals and Targets

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short	**Staff training**				

Term					
Term	**Teaching and learning practices**	Update website to include Accessibility Plan.	Information is accessible to parents about disability and provision for all pupils.	Completed and reviewed annually.	Delivery of information about accessibility for disabled pupils is improved.
		Review and update school brochure.	Brochure will include statement about accessibility and provision for all pupils.	Completed and reviewed annually.	
	Refurbishment and maintenance	Hall projector and screen, blackout curtains.	All pupils can access assembly – clear view of words and images displayed.	Completed.	The hall can be used for assemblies and other events where images or words require projection.
	Minor capital expenditure				
	Major capital expenditure				
Medium Term	**Staff training**	Team Teach training for teachers, teaching assistants and lunchtime supervisors as required.	Appropriate staff will have the skills to manage behaviour in a positive and safe manner.	Completed.	Behaviour management systems in school are consistent and successful.
	Teaching and learning practices				
	Refurbishment and maintenance	Painting barriers on access ramps.	Barriers are clearly visible for all users.	Completed.	Access to school by all users is clear and well maintained.
	Minor capital expenditure				
	Major capital expenditure				
Long Term	**Staff training**				
	Teaching and learning practices				
	Refurbishment and maintenance				
	Minor capital expenditure				
	Major capital expenditure				

Implementation

Every effort will be made to ensure that the actions, targets and goals identified in the plan are actioned.

Review of the Plan

The plan is reviewed bi-annually.