

Lyminster Primary School



ACCESSIBILITY PLAN 2017 - 2020

Lyminster Primary School

Wick Street,
Littlehampton,
West Sussex,
BN17 7JZ

Created Date: April 2017
Review Date: Summer 2019

POLICY

LYMINSTER PRIMARY SCHOOL

Background

Lyminster Primary School is situated in the Littlehampton area of West Sussex. The school was originally built in 1878 as an infant school and then, to accommodate rising numbers, was granted primary status in 2011, following a total refurbishment programme.

Lyminster Primary School is a very popular school, with most children coming from within the defined catchment area. Lyminster Primary School is a nurturing, community-based school with high expectations of children in all areas of school life.

This Accessibility Plan is written in response to the recent changes in legislation with respect to the updating of the SEND Policy:

“The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.”

Aims of the Plan

The Lyminster Accessibility Plan shows how the school will ensure increased accessibility of our school to disabled pupils, staff, parents/carers and visitors.

Definition of disability taken from the Equality Act 2010:

You're disabled under the [Equality Act 2010](#) 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 following plan should be used in conjunction with the associated School Policies:

Behaviour Management Policy
Curriculum Policy
Critical Incident Plan
Equal Opportunities Policy
Health & Safety Policy
School Prospectus
School Improvement Plan
Site Safety Plan
Special Educational Needs & Disability Policy
Staff Development Policy

Contextual Information

Lyminster Primary School is, in part, a two-storey building. However, all learning areas are situated at ground level, with only staff offices and a resource room on the first floor. Access to the outdoor area involves small steps in some areas of the school. Access into the main reception lobby is via an automated push-button door. Thereafter, having passed through the electronically fob-operated main doors into school, there is free access around the ground floor of the school. All doors are accessible by wheelchair with the exception of the doors accessing outside from the Key Stage Two classrooms.

All carpeted areas in classrooms are of short-pile industrial carpet. Door-entry mats are tapered for easy access.

There is one purpose-built disabled WC with grab rails in the First Aid Room. This room also includes a shower for washing children.

Current known range of disabilities within the school population.

Currently we have no long-term wheelchair users or children who require the use of a walking aid.

Should a child require a wheelchair or walking aid, a separate specific Risk Assessment and Personal Emergency Evacuation Plan will be completed and reviewed regularly.

Continuous improvement and increasing access to the curriculum for disabled children

At Lyminster Primary School we are continuously exploring ways in which to improve teaching and learning to the benefit of all our children. With critical self-review and assessment of practice and through a targeted approach to continuous professional development (CPD), we aim to enhance the skills, knowledge and understanding to consistently drive up standards of teaching and learning for all children, as well as ensuring all our curriculum is accessible to disabled children. Currently the school offers a broad curriculum which is open to all children in mixed ability classes.

Children are encouraged to engage in extra-curricular activities both during school and by attending before- and after-school clubs and groups. All these activities are available to the whole school community, irrespective of ability or capability within the mainstream system.

Aim	Strategy	Timescale	Lead Person	Success criteria
Develop teaching staff confidence in differentiating the curriculum	Increase confidence of staff in differentiating the curriculum	Ongoing	SLT	Well differentiated curriculum to meet the needs of all children
Develop the confidence & training of Teaching Assistants to support teaching	Increase SEN TA confidence through weekly support and training session Additional focussed support as required	Ongoing Fridays 11:00am and ongoing	Headteacher/SLT Inclusion Leader	Support staff confident in understanding and delivering teaching plan. Improved understanding of strategies to overcome barriers experienced by children
Effective communication of strategies for disabled children to all staff	Increase the use of Makaton sign language throughout school As required implement PECs or other strategies to meet the needs of individual children.	Ongoing	Inclusion Leader	All staff confident in communicating with all children
Provide ICT equipment (hardware & software) to support curriculum needs of disabled children	As required – currently using magnifier, enhanced iPad, and speech processors to meet needs of current children	As required	Inclusion Leader	Appropriate ICT equipment to meet curriculum needs of all children

Ensure all PE & sports provision is accessible to all	Review children's current access to PE, sports and enrichment provision – made any necessary adaptations	As required	PE coordinator Class teacher Inclusion Leader	All children accessing appropriate sports and PE provision
Include suitability cross-check & adaptation requirements into educational visit planner	Review appropriateness and suitability of each educational visit for current children	As required	Educational Visits Coordinator, Inclusion Leader	Educational visits are accessible to all
Establish an audit framework to cross-check all accessibility requirements are being met	Establish and apply audit framework	Annually	SLT/Inclusion Leader	Audit frame work in place

Continuous improvement and increasing access to the school buildings and grounds for all children and visitors

Lyminster Primary School has expanded in recent years to accommodate its present population. The school will continually look to make improvements and minor alterations and, in such cases, will always take into consideration access for all children irrespective of ability or capability within the mainstream system.

The school maintains a high level of resource and equipment to support the curriculum which is regularly reviewed to ensure validity to the curriculum. This plan will assist in informing the School Development Plan and ensuring compliance with Accessibility requirements.

Aim	Strategy	Timescale	Lead Person	Success criteria
Maintain full access to whole site & all buildings for all children, staff, governors and visitors	Regular site management checks	Weekly/monthly	Site Supervisor/staff	Children, staff, governors and visitors' access needs are met
	Routine site management & safety checks by Governors	Annually	Nominated Governor/sub-group	Checks are completed and records kept
	Consider access needs during any recruitment process as required	As required	Headteacher	Access requirements do not influence recruitment & retention
Be responsive to specific needs of disabled children commencing on school role	Create specific access plan as required to meet needs of child	As required	SENDCO	IEP's in place and all staff aware of child's needs
Provide & maintain for full access for all stakeholders during any refurbishment work and as a result of any building alterations	Consider needs or all likely present and future stakeholders and users when preparing designs	As/if required	Headteacher/Site Supervisor	Welcoming and accessible environment

Improve signage and information posted externally for visually impaired visitors	Provide designated class pick-up point signage	Autumn Term 2014	Headteacher	Completed October 2014
Safe evacuation of all staff & children	Complete specific Personal Emergency Evacuation Plan (PEEP) for any new disabled staff and/or child	As required by the nominated person	KM in consultation with the Headteacher & nominated Governor	Completed PEEP Safety of all disabled children and staff is maintained
Ensure free access to all ICT facilities in school	Provide necessary equipment to meet child's needs Ensure visually impaired and hearing impaired children are able to fully engage – in class/in media suite/in hall/outside	Review on termly/annual basis -Ongoing	Individual class teacher & ICT co-ordinator	Appropriate software and hardware is provided and functional and all children have access
All emergency exit routes are appropriately marked and maintained	Site supervisors weekly checks	Weekly - Ongoing	Site Supervisor/ Headteacher	All children, staff, governors and visitors have viable means of unobstructed egress
Provide access to the bark area for wheelchair users	Devise a plan to ensure access to the bark area is maintained & is accessible for wheelchair users with assistance	Autumn Term 2017	Site Supervisor/ Headteacher	Suitable pathway created & maintained

Continuous improvement of written communication and information for all disabled children, parents, carers and visitors

All public information relating to the operation and function of the school will be made available to all disabled children and other stakeholders in an adapted format to meet their specific needs when requested.

- It is the responsibility of any parent or carer to inform the school should they need information either verbal or written in an adapted format.
- It is the responsibility of the school to inform parents and carers that the school will provide any relevant information about the school or their child in an adapted format should they require it.

The school will provide adapted resources for any child requiring them. These might include hand-outs, textbooks and letters to home or other general information about the school. The school will regularly review the need to provide adapted versions of information according to known needs.

Aim	Strategy	Timescale	Lead Person	Success criteria
Undertake a review of current documentation to ensure its accessibility	Provide information in clear unambiguous language	During Autumn Term 2017	School Administrators	All information provided is accessible and has clarity
	School to offer assistance for parents & carers with completion of forms etc. when requested			
	Ensure all information contained on the school's web-site is accessible with clear instructions provided	During Autumn Term 2017	School Administrators /Headteacher	All information provided is accessible and has clarity
Ensure all staff are aware of SEND requirements	Provide guidance that teachers are responsible and accountable for the progress and development of the pupils in their	Summer term 2017	SENCO	Staff have increased awareness and guidance to refer to SEND code of practice.

	class, even where pupils access support from teaching assistants or specialist staff. They must provide high quality, appropriately differentiated teaching and demonstrate high expectation and improved outcomes			
Annually review all information to ensure as accessible as possible	Information to be reviewed as part of policy reviews during the year		Nominated staff & Governors	All information is accessible to disabled pupils, parents and carers
Improve the delivery of all written information to disabled pupils	Raise staff awareness regarding providing information to pupils, parents and carers in their preferred format within a reasonable period of time	Summer Term 2017	Headteacher/ SENCO	No parent or carer disadvantaged
Maintain current levels of staff availability arrangements	Maintain current levels of access & arrange by negotiation to meet the needs of any parent or carer	Ongoing	Headteacher	No parent or carer disadvantaged
To provide support for pupils, parents and carers when making a complaint about the school	School will follow the procedures laid down in the Complaints Policy available to all interested parties	As required	Headteacher will nominate a senior member of staff not connected with the complaint	No disabled complainant will be disadvantaged in the process

The senior leadership team in consultation with the Governing Board will review this policy in-line with changes in legislation and to meet the needs of all users of the school as far as is reasonable practicable.