

Lowton West Primary School

Accessibility Plan 2016-2019

Updated October 2018



The purpose of our Accessibility Plan is to increase access for disabled pupils to the curriculum and the physical environment.

Mission statement

At Lowton West we strive to provide a happy, secure and stimulating environment in which the children are cared for, are successful and gain in self-confidence, and will demonstrate a respect for other people and the community.

The staff, by working together as a team, will provide a broad and balanced curriculum which motivates, challenges and meets the needs of every child.

The staff and Governors are committed to raising standards of achievement of all children on behalf of their parents, their community and the Wigan Education Authority.

School Aims:

To:

- Deliver a broad, balanced and relevant curriculum covering a wide range of skills, knowledge and understanding.
- Enable children to realise their highest possible achievements.
- Provide for the children's intellectual, emotional, physical, spiritual and social development.
- Promote and encourage equal and challenging opportunities for the children within a safe, positive and stimulating environment.
- Ensure that the needs of the curriculum take account of the needs of children with differing abilities.
- Enable the children to take informed and positive decisions.
- Encourage independent thinking.
- Promote the children's self-esteem and self-confidence.
- Promote good self-discipline.
- Encourage the children to co-operate with others and work as a member of a team.
- Encourage respect and care for other people, the community, animals and the environment.
- Value racial, ethnic and religious diversity.
- Promote the links between school and home and the partnership between school, staff and parents.
- Recognise the children's achievements and provide appropriate praise.

- Enable children to be happy at school.

At Lowton West Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith/religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Lowton West Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The school accessibility plan takes into account the requirements of the:

- **Children and Families Act 2014**
- **Special Educational Needs and Disability Code of Practice 2014**
- **Equality Act 2010**

Many young children may have a disability under the Equality Act 2010 - that is '...a physical disability or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' (SEND Code of Practice 2014, Introduction Section xviii)

As stated in the SEND Code of Practice 2014, Section xix, the Equality Act 2010 sets out the legal obligations that schools have towards disabled and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared to their peers. This duty is anticipatory - it requires thought to be given in advance to what disabled and young people might require and what adjustments might need to be made to prevent that disadvantage.

Schools must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people and must demonstrate their compliance by publishing information and objectives to achieve the school's core aims.

The school recognises its duty:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

In publishing our Accessibility Plan, we will set out how we plan to increase access for disabled pupils to the curriculum, the physical environment and to provide information.

In producing our Accessibility Plan and publishing our Local Offer, we will outline school's arrangements for the admission of disabled children, the facilities provided to assist access of disabled children and their accessibility plans (recorded through pupils' Individual Health Care Plans).

The school's Local Offer (known as the SEN Information Report) is available on our school website and available in print upon request.

In producing the school's SEN Information Report and Accessibility Plan, the school will record the steps taken to prevent disabled children being treated less favourably than others.

Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.

- The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the headteacher

- It is the headteacher's role to implement the school's Accessibility Plan and she is supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Accessibility Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

Increasing access for disabled pupils to the school curriculum

| Target | Strategies | Timescale | Responsibility | Success Criteria |
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| To ensure staff receive specific training to support children with a disability. | <p>Annual Manual Handling Training for the SEND support staff to be reviewed and booked as required.</p> <p>Staff who are part of a pupil's Individualised Care plan receive the appropriate training they need in order to carry out their duties effectively.</p> <p>Annual training for staff from Diabetes Nurse, School Nurse, Epilepsy Nurse as required.</p> <p>Staff to attend review meetings with Diabetes Nurse in school.</p> <p>Discussions with staff to ensure they are fully confident in their role.</p> | Autumn Term 2018 and ongoing | HT | <p>Staff training attended.</p> <p>Raised confidence of support staff and teachers.</p> <p>All staff aware of pupils' needs.</p> |

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| | <p>The SLT to be aware of staff training needs.</p> <p>Staff training needs to be reviewed annually.</p> <p>SENCo to deliver and coordinate training where appropriate.</p> <p>Staff to receive specialist training and support from agencies as and when required throughout the year - e.g. Sign Along, OT, Diabetes Nurse, Sensory Support Services.</p> | | | |
| All pupils with health care needs and/or disabilities have a current Individual Health Care Plan. | <p>To ensure appropriate Health Care plans are established and adhered to.</p> <p>Ensure all staff working with pupils with health care needs and/or disabilities review an Individual Health Care Plan in consultation with parents, support staff and specialist support (for example: OT, School Nurse, Diabetes Nurse, Physical Disabilities Outreach Team, Sensory Support and Physiotherapy).</p> | Autumn Term 2018 and ongoing As required | HT/ SENCo | <p>Health Care plans are updated and displayed on the healthcare board in the staffroom. Class teachers and 1:1 support staff have updated copies in the class SEND file/ Pastoral file.</p> <p>All staff are aware of individual's needs.</p> |
| Ensure all staff are aware of disabled children's curriculum access. | <p>Information sharing through regular meetings, reports from all agencies involved with pupil.</p> <p>Ensure all access plans are included in the pupil's Individual Health Care Plan.</p> <p>Ensure all staff working with the pupil have access to the Individual Health Care Plan.</p> | Autumn Term 2018 and ongoing as required. | HT/ SENCo | <p>All staff are aware of individual's needs.</p> <p>All staff can plan lessons for individual pupils to access curriculum.</p> |
| Review PE curriculum for individual pupils, considering | Teachers to meet with the Physical Disabilities Outreach Team to plan PE lessons for | Autumn Term 2018 and ongoing | HT / SENCo | All pupils are able to access PE and are able to excel. |

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| <p>individual needs and ability to access the PE scheme of work.</p> | <p>individual pupils. The Outreach Team to visit school termly to observe pupils with a disability in PE and advise or support staff where necessary. The Outreach Team attend Early Help Meetings at school to review the support offered by school, where appropriate. Pupils provided with opportunities to access After School Clubs, providing additional support staff where needed. Review provision termly to ensure clubs provided are fully inclusive, following guidance from Outreach, physio and OT.</p> | <p>as required.</p> | | |
| <p>All educational visits to be accessible to all.</p> | <p>SENCo, Outreach Team, SLT to support staff when planning trips to ensure all trips are accessible.</p> <p>Ensure each new venue is vetted for appropriateness. Arrange meetings with staff at venue/ visit venues where appropriate and record requirements in the school visit risk assessment.</p> <p>The Outreach Team attend Early Help Meetings at school to review the support offered by school and offer advise relating to educational visits, where appropriate.</p> <p>Hire additional transport to accommodate wheelchair users where needed.</p> <p>Clean and quiet facilities for diabetic children in school to test blood and administer insulin as required should be considered during the</p> | <p>As required</p> | <p>HT</p> | <p>All pupils in school are able to access all educational visits and take part in a range of activities. Just Join In celebrations to be attended by pupils.</p> |

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| | planning of school trips/ visits and recorded in the risk assessment. | | | |
| All extra-curricular clubs and activities to be accessible to all. | <p>SENCo, Outreach Team, SLT to support staff when organising extra-curricular activities to ensure they are accessible.</p> <p>School to provide additional support staff to support pupils during extra-curricular clubs and activities.</p> <p>Individual pupils' needs to be recorded in risk-assessments where appropriate.</p> | Autumn Term 2018 and ongoing as required | HT | <p>All pupils in school are able to access all extra - curricular clubs and events and take part in a range of activities.</p> <p>SLT to review clubs and events to ensure a variety of clubs are available for all pupils, including inclusive sports such as bowling, boccia and curling.</p> |
| To ensure multi-agency consultation/Early Help Plans are in place as appropriate. | Pupils and families receive the support they need in school or from outside agencies. | As required | HT, DHT | Early Help Plans are in place to support pupils and their families. |

Improving access to the physical environment of the school

| Target | Strategies | Timescale | Responsibility | Success Criteria |
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| The school is aware of the access needs of disabled pupils, staff, governors, parents/ carers and visitors. | <p>To create Individual Health Care Plans for individual pupils and outline all access needs.</p> <p>Be aware of the access needs of staff, governors and parents and meet as appropriate.</p> <p>Consider access needs for parents and pupils during home visits prior to new Reception pupils starting and plan appropriately.</p> <p>Meet with parents/ carers and specialist</p> | Autumn Term 2018 and ongoing as required. | HT, SENCo | <p>All staff are aware of individual's needs.</p> <p>All staff can plan lessons for individual pupils to access curriculum.</p> |

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| | teams (such as the Sensory Support, Physical Disabilities Outreach Team, School Nurse and Diabetes Nurse) prior to pupils starting school and prepare access plans through the Individual Health Care Plan. | | | |
| Ensure all equipment provided in the Treatment Room / Hygiene Room is accessible. | Complete annual/ scheduled servicing of equipment provided in the Treatment/ Hygiene rooms. | Annually Termly review | HT, Business Manager to liaise with external companies | Regular checks/ servicing of equipment takes place to ensure that all equipment is accessible. |
| To ensure an audit (Health and Safety walk around school) is carried out of the physical environment in relation to access by pupils, parents and/or staff with an identified disability. | The physical environment is accessible for pupils, parents and staff with a disability. All fire escape routes are suitable for all. | Autumn Term 2018 ongoing Termly audit | HT DHT H&S Gov (BC) | H&S audit carried out Assessments carried out and in place for disabled pupils |
| Ensure all disabled pupils can be safely evacuated. | Put in place a Personal Emergency Evacuation Plan (PEEP) and risk assessment for all pupils with difficulties. Ensure all staff working with pupils are familiar with PEEP and risk assessment and are aware of their responsibilities. | Autumn 2018 and as required | HT, DHT | All disabled pupils and staff working alongside are safe in the event of a fire or fire drill. |
| Ensure all specialist equipment used in classrooms is checked regularly for pupils with hearing impairment. | Sensory Support Services to visit school regularly to check and monitor sensory equipment. Sensory Support Team to meet with class teachers Autumn term to review provision in the classrooms/ hall and ensure staff are trained on how to use sensory equipment and equipment is working properly. | Autumn 2018 and as required | HT, SENCo | All children have access to equipment. |

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| | Support staff to check specialist equipment regularly and report any concerns regarding wheelchairs, specialist equipment to HT/ SLT straight away. | | | |
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Eliminating discrimination, promoting equality of opportunity and foster good relations between disabled and non-disabled pupils

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| To promote more annual events in school, such as Black History Month, Deaf Awareness Week, Dyslexia Awareness Week or International Day, to raise awareness of issues around race, disability and gender. | <p>Use of school assembly's calendar to promote events.</p> <p>Evidence of annual events taking place to raise awareness of issues around race, disability and gender.</p> <p>Development of displays around school to promote positive images relating to disability.</p> | <p>Ongoing</p> <p>New Assembly calendar produced September 2018</p> | HT, SLT | Increased awareness of issues around race, disability and gender. |
| To ensure staff and pupil awareness is increased regarding disability issues and to be aware of their specific duty. | <p>Teachers will use the PSHE&C curriculum to promote the understanding of disabilities in school.</p> <p>Staff will find ways in which <u>all</u> pupils can take part in sport, drama and music (using Outreach support to plan opportunities where required.)</p> <p>Staff will plan out-of-school activities and school trips in such a way that pupils with disabilities can participate.</p> <p>School to register an interest in the Wigan</p> | <p>Ongoing - new PSHE curriculum introduced Sept 2018</p> <p>New Assembly calendar produced September 2018</p> | HT, SLT | <p>All staff will be aware of the British Values, requirements of SEND Code of Practice 2014, including the accessibility plan.</p> <p>Pupils will have a sound understanding of disability and equality of opportunity for <u>all</u> pupils.</p> |

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| | Pilot Scheme to become an Autism Aware School. | October 2018 | | |
| Ensure all pupils are given the opportunity to make a positive contribution to the life of the school. | Opportunities are encouraged through involvement in the School Council and Eco-Committee, play buddies, Playleader Award, monitors/jobs, class assemblies, fund raising etc. | Sept 2018 and ongoing | HT, DHT PSHE&C coordinator | More diversity in school council and Eco-Committee membership. Opportunities to contribute to wider school life evident. |

MONITORING AND REVIEW

- The school will collect and analyse evidence and data on children's achievement, attendance and participation and use this to inform strategies to raise achievement;
- The Accessibility Plan will be prepared every three years and will be reviewed annually.