

**Accessibility Plan**

**2017 - 2020**

Adopted (date):

Chair of Governors:

Head teacher:

1. **Introduction**

This plan sets out the proposals of the Governing Body of Ladywell Green School to increase access to education for disabled pupils in line with the requirements of the Equalities Act 2010.

1. **Our starting point**
* The vision, values and ethos of our school has shaped this plan.
* The vision of our accessibility plan is that we take reasonable steps to remove barriers that may prevent any pupil from fulfilling their potential or from accessing all aspects of school life.
* The ambition that we have for our disabled children is that they should be enabled to achieve their personal potential
1. **Our approach to developing our plan**
* We recognise that the duties within the plan need to be known and understood by all staff.
* We have involved all staff in contributing to and or commenting on the plan.
* We aim to ensure that the plan is owned by all adults in the school.
* We have set out to be explicit about what duties under the DDA mean in our school.
* We recognise that every member of staff has a duty to remove barriers to learning for disabled children.
* We wish to involve disabled children and their parents and carers in our development and implementation and review of this plan.
1. **The priorities of our vision**
* That by taking reasonable steps (related to our budgetary constraints), and what is achievable within our school structure, that we ensure that the building, the curriculum and all other activities which take place here are as accessible to everyone as we can possibly make them.
* That all children, whether or not disabled, reach their own full potential within our positive well ordered learning environment.
* That our children are taught to appreciate, understand and respect the rights, needs and feeling of others.
* That through praise and a positive and consistent approach, all children are enabled to build upon success thus leading to further achievement and fulfilment. Each child’s achievements are noted, shared and celebrated to build their self esteem.
* Our aim is that the learning ethos and positive attitude which we develop with our children will remain with them as values as they grow into the citizens of the future
1. **Our focus is upon all children with a disability and accessibility of our school**

Children in our school who meet the disability criteria are carefully tracked and monitored through the ALN register. Progress is planned for and measured in a variety of ways, e.g. IEP targets, standardised assessments etc.

**Profile of the school’s future intake**

Planning for the future intake can be challenging as there is no previous ‘one provider’ for all pre-school children in the area, parents can also change their mind about where to send their children up to the date of admission. Information is however gathered from discussion with local pre-school providers, health professionals, Social Services disability team and the School Admissions team at County Hall in order to plan where possible for children being admitted into the school with a disability.

Admission forms also include questions which relate to children having a disability so that the school can prepare for children who are registered to attend.

1. **Our current strengths and need as a school in working with disabled children**

All staff have been made aware of their duties under the Equalities Act 2010.

In the past children with a wide variety of disabilities have been successful pupils at Ladywell Green making good progress.

Staff have built up considerable expertise, notably:

* The area Hearing Impaired Unit was hosted at the school for many years and the Resource Base is still based here. Many staff built up expertise in working with children with a hearing impairment.
* Training for staff to upskill areas such as the use of Makaton or Elklan training continues to remain an important priority to support pupils’ needs.
* Many children who pass through the school have, or have had Behavioural, Emotional and Social difficulties (BESD) and staff have built up expertise in providing the best possible outcomes for them through whole school approaches such as Incredible Years, as well as more tailored programmes such as Thrive.
* Pupils with specific needs, e.g. ASD, are provided with tailored curriculums to appropriately support their learning needs.
* Pupils with physical disabilities are catered for to ensure they are able to access the curriculum e.g. a pupil with sight difficulties being seated in a particular place for certain activities.
* Links with external agencies (e.g. health professional, sensory impairment service, educational psychology service) who are able to give support for each particular need.
* In order to continue to support children with disabilities we:
* Appropriate numbers of trained staff to support children’s needs
* Appropriate physical facilities to maximise opportunities
* Appropriate training and support for all staff on specific needs relating to their responsibilities as and when required.

We endeavour to make adaptations to the curriculum where necessary, for example, we ensure that a child who is unable to access the outdoor classroom when it is cold is able to share the experiences in another way. We liaise with the hospital teacher to ensure continuity for a child who has regular planned periods in hospital.

We are always mindful of the needs of disabled children in order to ensure that they are not excluded from any areas of the curriculum, for example, we ensure that a child who has ADHD is able to access the curriculum with appropriate planned support.

We ensure that our disabled children are able to engage in off-site activities, for example, by ensuring additional support is provided and that arrangements are made to ensure that walking distances are kept to a minimum where necessary.

1. **How our school’s organisation impacts upon disabled pupils, for example, in terms of policies, procedures and practices**
* Anti-bullying – the school has a robust policy and procedures ensuring that bullying of any type is not tolerated
* Educational visits – the school ensures that risk assessments are carried out before visits ensuring that the visit is suitable for all pupils including those with disabilities. The visit is discussed with the parents of any child with a disability in order to ensure that their needs are met.
* Risk Assessments – these are carried out for each activity in the school
* Learning and teaching/curriculum – our policy ensures that all children are given equal access and opportunities, and that each child’s needs are carefully considered at all times.
* Timetabling – modifications are made to support individual needs, for example, attending part time to assist transition or to support BESD targets.
* Administration of medicines – medication is only administered to children with on-going conditions, staff follow County procedures for the administration of medicines, staff are provided the necessary training for specific medication e.g. Emerade
* The physical environment of the school – the Local Authority Disability Officer visits the school when necessary and makes recommendations, which are built into the planning of the school including target setting.
* The ways in which information is currently provided for disabled pupils e.g. adjustments to presentation or quantity of information, 1:1 support to assist with engagement with visitors
1. **The outcomes for disabled pupils in our school**

Outcomes for all pupils who may find it difficult to access the curriculum or physical environment in some way are carefully monitored and assessed. In recent years, access had the potential to be affected by the following conditions: ASD, ADHD/ADD, vision or hearing impairments, speech and language impairments, ongoing medical conditions (e.g. cystic fibrosis), BESD challenges, diagnoses of global development delay.

Pupils identified with difficulties are placed, if appropriate, on the SEN register, or monitored carefully through care plans, through external services who support the pupil, or more recently through ‘Thrive’ action plans.

Nearly all pupils have achieved their individual targets for development, making good progress from their starting points on entry to school. Where a very few pupils do not make expected progress, the school instigates further support through the appropriate channels, to further investigate issues.

All the disabled pupils identified have had access to a broad and balanced curriculum, and have been supported where necessary to participate in wider curriculum activities as well e.g. visits off-site. On the very rare occasion that a pupil does not participate, the activity or context was risk assessed as being inappropriate for their current level of development/challenge and this was discussed in full with parents/carers. An alternative appropriate activity within a manageable context was provided as an alternative.

1. **Our priorities for improving the information and data to support the accessibility plan**
* Detailed analysis of pupil outcomes – particularly those pupils with additional needs, be it physical, sensory, behavioural or learning.
* Improved engagement with stakeholders through surveys/questionnaire and face to face meetings, e.g. coffee with the head meetings
* Consultation with advisory groups e.g. Health and Safety Officer
1. **The views of those consulted in our plan**

Our plan is informed by the views and aspirations of:

* Our disabled children
* Parents and carers of our disabled children
* Other disabled people and voluntary organisations
* The priorities of the local authority

When developing this accessibility plan we:

Consulted staff in Feb 2017

Consulted governors in Feb 2017

Consulted parents in Feb 2017 and April 2017

Consulted the Local Authority in May 2017

Our priorities in respect of consultation on the plan are to find out the opinions and needs of the widest possible number of users of our site.

1. **Our main priorities in our accessibility plan**
* To make the building as accessible to all users as possible
* To make the curriculum and off site educational visits as accessible as possible for all children
* To ensure that all parents and carers are able to access all information they need from school
* To make school events for adults as accessible to all users as possible

**11.1 Increasing the extent to which disabled children can participate in our school curriculum**

We recognise that curriculum development work is very time intensive. Improving differentiation within the curriculum is a constant focus. We are therefore planning the developments outlined over the lifetime of the plan. We aim to focus on key areas of the curriculum, namely:

* providing individualised curriculum support for pupils who are unable to access the normal differentiated curriculum
* Support parents/carers to support their children in accessing the curriculum

This will be the subject of a detailed action plan.

These developments will be led by those with the relevant specialist curricular expertise, and by linking with other schools and services:

* Pre-school assessment centre
* Ysgol Cedewain
* Ysgol Brynllawarch
* Sensory Impairment Service
* Speech and Language Service
* Occupational and physiotherapy Services
* Education Welfare Service
* Social Services
* Health and Safety Officer
* ALN services
* Educational Psychology Service
* Paediatricians
* School and community nurses

We aim to pool our learning and draw on the expertise of partner schools, in order to achieve greater gains and have a larger impact than if we acted alone.

We recognise that disabled children have the right to access activities outside of the formal taught curriculum including:

* Break times (play and lunchtime)
* Movement around the school
* Special events
* Collective worship
* Extra-curricular activities
* Education visits

**11.2 Improving the physical environment of the school to increase disabled children’s opportunities to take advantage of education and associated services**

We recognise that whilst we have achieved a great deal, much remains to be done. At the same time we acknowledge that we cannot do everything at once and so we are focusing upon meeting the accessibility needs of those children currently in the school and those likely to come here over the next three years (including pre-school children who are due to move to the school site in 2017-2018)

Our priorities for developing the physical environment will be:

* Ensure suitable access into the building at key points beyond the main entrance so that all areas (inc toilets) are easily accessible by all users of the site (staff, pupils, 3+ setting pupils, visitors)
* Ensure that the building has appropriate learning spaces which match pupils’ needs e.g. low stimulus areas for ASD pupils
* Ensure outdoor provision is accessible and appropriate for disabled pupils

Each of these will be the subject of a detailed action plan.

We can make low key adaptations form our school delegated budget and for more substantial improvements we will request funding from the Authority’s Disability Access resources.

**11.3 Improving the delivery of information to disabled children and stakeholders**

Our priorities for providing information for disabled children and families are

* Ensuring that staff understand the need to use many strategies to support pupils’ understanding of given information
* Ensuring that information produced by the school is easily understood by all parents/carers

These will be subject to a detailed action plan.

We recognise that a standard print format may not be accessible to all of our pupils and their families and that some children benefit from using coloured overlays to assist with reading etc. We appreciate the need to use the best medium possible to ensure our pupils and families can gain equal access to key information is important and we will therefore offer alternative formats on requests, such as for our:

* Newsletters/information
* Worksheets
* Timetables
* Notices
* Information about events
* Oral presentations where appropriate

As we are an infant school, all information is given in a format which is accessible to children with limited ability to read. For example:

* Visual timetables
* Pupils are told about events, and prepared through oral discussion
* Writing on posters and signs is kept to a minimum
* Pictorial instructions are used whenever possible

Should a pupil need further adaptations, e.g. Braille, we would seek support from the appropriate service to secure the required format.

We are aware that a small number of families may find it difficult to access information due to a range of issues such as English being an additional language, under-developed literacy skills, mental health issues etc. Information is presented in plain English, and the use of social media is being developed. Where issues are known to staff, additional effort will be made to ensure that parents understand information given.

1. **Turning our plan into practice**

**Our management, co-ordination and implementation process**

The governing body takes responsibility for the school accessibility plan and sets a direction for it.

We will monitor the progress of the plan, reviewing it annually and revising it every three years.

We will ensure that disabled children, their parents and carers, the staff, visiting professionals and those from the voluntary sector can contribute to our review.

In terms of the evaluation of our plan and its impact we will invite colleagues from the Local Authority to support us in the evaluation of our plan and play the role of critical friend, with objective feedback.

We will expressly draw upon the views of the key stakeholders in our plan and we will link this with our school performance data.

Clearly the Accessibility Plan does not stand alone, it is inextricably linked with our wider planning process, namely

* School Development Plan
* CPD Training
* Health and Safety Policy

We recognise the need to ensure our plan takes account of the work of other services, particularly in Health.

In terms of the detailed implementation of the plan we have set this out in a planning format on the next pages.

**Ladywell Green N&I School Accessibility Plan 2017-2020: Buildings focus**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Priority** | **Tasks** | **Timescale** | **Resources** | **Expected Outcomes** | **Review Date** |
| **Human** | **Financial** |
| Ensure good access to the school site and easy movement around the site by disabled visitors | * Remark the disabled bays in the car park
* Resurface the carpark if possible (LA responsibility)
* Ensure entrance path remains clear of bushes etc
* Create a ‘zebra crossing’ from path to gate
* Paint or highlight entrance gate so that it is clearly visible within the fence
* Move the bolt on the main gate to the outside of the gate to improve access for wheelchair users
* Continue to monitor signage – keep up to date and clear as per policy
* Ensure highlighted edges to steps/small lips etc remain in a good condition and clearly visible
* Within the building, use a contrasting colour on frames and doors e.g. white door/green frame or vice versa, or where wall edges protrude into corridor
 | Dec 2017, or within LA capital developmentDoors/frames – as redecorating work is carried out | Caretaker time | Cost of paint | Disabled users can independently access and move around the site |  |
| Ensuring that the new 3+ provision, including outdoors, is accessible to all | * Liaise with the LA and Ladywell Children’s Centre during the registration with CSSIW
 | April 2017 – July 2018 |  | LA capital works | Disabled users can access 3+ setting and outdoor provision |  |
| Ensure that physical arrangements within the building support pupils | * Review all pupils at least annually as to individual needs relating to difficulties that may prevent them engaging/attaining
* Arrange classes and layout to match needs as required, ensuring easy and safe outdoor access for learners
* Arrange classes and layout to secure quiet working spaces and safe retreat spaces as necessary to support pupils with ASD or BESD difficulties, in line with all appropriate training and guidance
 | Annually |  | Nil | Disabled users can safely access the outdoors, all class areas and have an environment that enables individual needs to be met  |  |
| Develop access at additional points other than the main entrance and suitable toilet facilities, should the need arise  | * Liaise with the LA and disability team to plan for and implement any additional necessary changes to the physical environment should a physically disabled pupil or staff member join the school.
* Liaise with the LA to develop suitable toileting space for pupils or staff if physically disabled.
 | If required |  | Apply for additional funding if necessary | All disabled staff/pupils can access toilet facilities and all areas. |  |

**Ladywell Green N&I School Accessibility Plan 2017-2020: Curriculum focus**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Priority** | **Tasks** | **Timescale** | **Resources** | **Expected Outcomes** | **Review Date** |
| **Human** | **Financial** |
| THRIVE | * Plan for further staff training to embed whole school approach
* Create a Thrive space for support and intervention that will be richly resourced
* Timetable staff/interventions and monitor progress of Thrive action plans for groups and individuals
* Further develop Thrive principles within the classroom environment, adjusting curriculums and learning programmes to individuals where required
 | Sept 2017 – July 2018 | Release time for courseSetting up time | £1600 x2 course feeCover costs£2000 resources | A richly resourced area that supports the implementation of Thrive action plans to move children forward in social and emotional development | July 2018 |
| Parent support of pupils | * Continue to develop pupil/parent workshops based on literacy/numeracy to support parent/carer understanding of supporting their child
* Work with TAF team to support parents who are challenged by at home (behaviour, learning, emotional well being etc).
 | Ongoing | Release time for staff | Nil if covered by HT | Parents/carers to be able to better support their pupils, improved behaviour | July 2019 |
| Early intervention | * To continue to use data and other tracking/assessment evidence to identify pupils with difficulties, and explore possible reasons e.g. need for a coloured overlay?
* To closely monitor intervention and support to judge impact, and way forward.
 | Ongoing | SENCo timeTeacher time |  |  |  |
| Working with outside agencies | * Continue to refer to, and follow advice from outside agencies e.g. sensory service – positioning of a child in relation to teacher/task etc
* Continue to take up opportunities to develop staff expertise through training e.g. Makaton, in order to effectively support pupils
 | Ongoing | SENCo release time | ? | Pupils making max progress possible as issues are minimised as much as possible | July 2019 |

**Ladywell Green N&I School Accessibility Plan 2017-2020: Communication focus**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Priority** | **Tasks** | **Timescale** | **Resources** | **Expected Outcomes** | **Review Date** |
| **Human** | **Financial** |
| Digital technologies | * Make the best use of digital technologies to develop communication – e.g. website, Facebook, Twitter, text, email etc.
 | Reviewed by July 2018 |  |  |  |  |
| Plain English | * Ensure that plain English is used for communications, keeping them straightforward and uncluttered.
* Sign post parents who may be experiencing difficulties with literacy to possible support avenues
* Ensure that key information about individual pupils is understood by parents, using face to face time to follow up.
 |  |  |  |  |  |
| Identify and support parents with EAL | * Develop the EAL parent/pupil group to offer support and develop everyday English as well as vocabulary to support their children
* Use digital technologies to communicate, so that parents are able to access online translation services
 |  |  |  |  |  |