

## **Littletown Primary Academy Accessibility Plan 2016 - 2018**

### **1. Purpose and Direction of the plan:**

Littletown Primary Academy Vision and Values, and the Policies on Equality and Special Educational Needs have guided the preparation of this Accessibility Plan.

The aim of The Accessibility Plan is to work, year by year, on activities that improve the school premises and services to meet and match the statements in these documents. It is also the aim of The Accessibility Plan to plan initial and refresher training for staff to ensure that their activities meet and match statements in the above documents.

Information on the statutory duties that the school is meeting with this plan is available at:

<http://www.teachernet.gov.uk/doc/10596/DED%20Guidance.doc>

It is the duty of the Senior Leadership Team and Governors to monitor the successful implementation of The Accessibility Plan

Success criteria include:

- Completion of planned activities
- Satisfactory measurement of the effectiveness of activities
- Reductions in any complaints about accessibility in the school

### **2. Information from pupil data and school audit**

As at nov 2016, Littletown Primary Academy has

- 5 pupils with Statements of Special Educational Needs and 4 children with Element 3 funding
- 2 children has little or no English
- 1 member of staff with special medical needs
- Parents/carers are asked about any special needs they have when their child enters school.
- Some parents/carers are known to have special needs
- Surveys of parents seek opinions on the accessibility aspects of the school and also offer parents alternative ways of answering the survey

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### **3. Views of those consulted during the development of the plan:**

Headteacher, SENCO and Governors through the People, Curriculum & Learning Committee and the Finance and Environment Committee have been consulted about the development of this Accessibility Plan.

The parents and carers biennial survey includes questions about accessibility.

### **4. The Main Priorities of the Accessibility Plan**

- General
  - Governors and staff to maintain their awareness of the implications of the Disability Discrimination Act for the Disability and Equality Duty (DED)
  - Utilise the equality checklist when reviewing policies
  - All School Development Plan projects to meet requirements of the Disability Equality Duty
- Curriculum
  - All teachers, LSAs, volunteers maintain their awareness of the Disability Equality Duty in relation to equality of access to curriculum including trips and after school activities
  - As children's special needs are identified, appropriate measures are put in place, using expert advice where necessary, to develop the children as independent learners within the bounds of their disability
  - SLT monitors the ongoing achievement of any child identified as needing special intervention because of their Special needs.
- Physical Environment
  - All staff maintain their awareness about ensuring the accessibility of the physical environment
  - Any new work on buildings and outdoor areas is fully in line with the DED
  - Health and Safety audit monitors accessibility and medical needs and plans are put in place to make good any deficiencies.
- Communications
  - The school maintains a record of all pupils' and adults accessibility needs.
  - All school communications meet the requirements of the DED

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- Fire alarm procedures are audited in line with the DED
- Parents and carers views are sought in line with the DED

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Making it happen**

- Management
  - See the Accessibility Project Plan for details of activities and success criteria
  - The Headteacher is responsible for management of the Plan
- Implementation
  - The Accessibility Plan will be monitored by the P,C & L Committee and the F & E Committee. A report will be made on the Accessibility Plan annually as part of governors' overall monitoring

**5. Publication and availability of the plan**

The Accessibility Plan will be made available in the Governors' Information Centre, on the school website and in the two folders of school policies.

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**INCREASING ACCESSIBILITY**

**Strand A - GENERAL**

	<b>Targets</b>	<b>Activities</b>	<b>Timeframe</b>	<b>Monitoring</b>
<b>SHORT TERM</b>				
<b>MEDIUM TERM</b>	All policies linked to the Curriculum to include explicit statements on equality with the aim of developing all children as independent learners within the boundaries of any limitations they may have.	Utilise the equality checklist in reviewing the school's overall curriculum policy. Communicate new policy and implications to school staff.		On going policy review
<b>MED TERM</b>	All parents and carers have a successful method of communication with the school and are able to take part in school activities when appropriate.	Teachers and admin staff ensure early contact with new families to review their needs. Actions are taken to accommodate any additional needs.	On going	Part of re transition admission
<b>MED TERM</b>	All prospective and current staff members and volunteers are able to access school information, communicate effectively and carry out their roles.	Recruitment process and appraisal review to include information gathering to meet any additional needs.	On going	On going policy review

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**Strand B - CURRICULUM**

	<b>Targets</b>	<b>Activities</b>	<b>Timeframe</b>	<b>Monitoring</b>
<b>SHORT TERM and MEDIUM TERM</b>	All school trips are fully accessible	Teachers completing the trip risk assessment include consideration of the accessibility of the trip	On-going	Headteacher includes a consideration review of risk assessments
	Children develop their use of IT as independent learners	Seek advice from SEN ICT Advisory Teacher about facilities for children with Statements whose use of ICT might be impaired because of their Special Needs		SENCO a leader feeds back to HT and governors through the
	Children without good understanding of English are supported in their learning	Develop a personal plan of support with advice from LDP specialists and following the recommendations in the EAL welcome pack		HT includes monitoring children's progress through home visits and governors
	Children with Statements, School Action Plus or School Action access the curriculum at the appropriate level	Children with SEN have Individual Education Plans including support from Teaching Assistants as appropriate. Teachers differentiate the curriculum to ensure pupils can access it at their own level	On-going	SENCO a monitor IEPs and their implementation. SENCO a reports key findings to Governors

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<b>LONG TERM</b>				
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**Strand C - PREMISES**

	Targets	Activities	Timeframe	Monitoring
<b>SHORT TERM</b>				
<b>MEDIUM TERM</b>				

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<b>LONG TERM</b>	Rear playground and decking to have ramped access if child in school with walking difficulties		As required	
	Transport for school trips arrangements will be changed as necessary if a child in school has difficulties with access		As required	
	Provision for audio or visual support will be implemented if a child in school has these difficulties	Advice will be sought from the Sensory Advisory Teacher	As required	

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**Strand D - COMMUNICATIONS**

	<b>Targets</b>	<b>Activities</b>	<b>Timeframe</b>	<b>Monitoring</b>
<b>SHORT TERM</b>	<p>In addition to the curriculum activities:</p> <p>If a child has specific disabilities, modifications are made to key H&amp;S, discipline and learning facilities to ensure the child's safety and progress as an independent learner.</p>	<p>Parents and specialist advisers are consulted about what are the specific changes required.</p>	<p>As required</p>	<p>As required</p>
<b>MEDIUM TERM</b>				
<b>LONG TERM</b>				