

# Lancasterian Primary School



## Lancasterian Primary School Accessibility Plan

Version No.	Date	Approved by	Review Frequency	Review Date
1	April 2023	Full Governing Body	+3 years	April 2026

### Purpose of the Plan

The purpose of this plan is to show how Lancasterian Primary School intends, over time, to monitor and increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

### Definition of Disability

The definition of a disability, as set out in the most current legislation (Equality Act 2010), states that a person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day- to -day activities.

### Legal background

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LEAs against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary to facilitate equality between disabled and non-disabled pupils' learning environments.

This plan sets out the proposals of the Governing Body of the school to increase (or maintain where satisfactory) access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum. This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. This includes improvements to the physical environment of the school and physical aids to access education;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. This will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe

Lancasterian Primary School aims to treat all stakeholders including pupils, prospective pupils, staff, governors and other members of the school community, favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning which puts them at a disadvantage, allowing them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussion

### **Contextual Information**

Lancasterian comprises of 4 buildings: EYFS, Key Stage 1, Key Stage 2 Early Years and the Vale Resource Base which is a specialist school for pupils with special educational needs. The main building is built on different elevations, but with the use of lifts (for the elevations and the first floor) all but 5 learning areas are accessible to wheelchair users. Both the main building and the Foundation Stage building have disabled facilities and toilets. Access and egress to the grounds is via 3 gates. There is disabled parking on site. All areas of the school grounds are accessible to wheelchair users, although the grass area around the Key Stage 2 playground may present restricted access due to natural vegetation depending on the degree of disability.

At present Lancasterian Primary has one wheelchair dependent pupil and we have some parents with mobility impairments. The Vale Resource Base pupils are largely dependent on the assistance of adults and various mobility aids to move around the building. The Vale Resource Base is developing a sensory garden in the Key Stage 2 playground to allow greater access for their pupils outdoors.

### **The Current Range of Disabilities within Lancasterian Primary School**

The school has children with a range of disabilities which include moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a number of children who have asthma and all relevant staff are aware of these children.

Inhalers are kept in the classrooms and a record of use is noted.

We have competent First Aiders/Paediatric First Aiders who hold the required certification. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of medicines consent forms are filled in by parents outlining the illness, amount, and time of medication. All medication that is given is recorded.

### **Curriculum**

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD) we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

The table below sets our plan for equality of access to the curriculum.

TARGET	STRATEGIES	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
<b>Increase all staff confidence in differentiating the curriculum</b>	Be aware of staff training needs on curriculum access  Assign CPD for dyslexia, differentiation and recording methods  Online learning modules if required	Ongoing and as required	Inclusion Manager	Raised staff confidence in strategies for differentiation and increased pupil participation
<b>Ensure classroom staff have specific training on disability issues</b>	Be aware of staff training needs  Staff access appropriate  CPD  Online learning modules if required	As required	Inclusion Manager	Raised confidence of support staff
<b>Ensure classroom staff have specific training on disability students' curriculum access</b>	Set up a system of individual access plans for disabled pupil when required  Information sharing with all agencies involved with the child	As required	Inclusion Manager	All staff aware of individuals needs

### Physical Environment

Summary of key access features:

- Lancasterian Primary School is currently a 2 form entry in years 1 to 6, with an additional bulge class in year 4. Early Years have excellent disabled provision, including ramps and toilets. Key Stage 1 has 3 x disabled toilets.
- Key Stage 2 has a lift to the first floor and stair lift for access to 2x year 4 classes and also an emergency Evac chair on the first floor outside the lift room.
- Lancasterian has a wide range of equipment and resources available for day to day use for disabled users and keeps resource provision under constant review.
- The Vale Resource is connected to the Key Stage 2 building and provides full accessibility for all their pupils, and excellent resources and facilities including a lift hoist to their hydrotherapy pool and 2 x sensory rooms.
- Lancasterian School improvement planning process is the vehicle for considering such needs on an annual basis.

The table below sets our plan for equality of access to the physical environment.

TARGET	STRATEGIES	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
<b>The school is aware of the access needs of disabled pupils/staff/governors/parents/carers/visitors</b>	To create access plans for individual disabled pupils as part of the IEP process when required	As required	Head Teacher, Deputy Head and SENCo	IEPs/EHCPs in place for disabled pupils and all relevant staff aware of pupil needs
	Be aware of staff, Governors, and parents/carers access needs and meet as appropriate	Induction and ongoing		All staff and Governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents and carers	Annually		Parents have full access to all school activities
	Consider access needs during recruitment processes	Recruitment process		Access issues do not influence recruitment and retention issues
	Ensure staff are aware of Environment Access Standard			
<b>Layout of school to allow access for all pupils to all areas</b>	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	SLT, Governors, Site Manager	Re-designed buildings are all useable
<b>Ensure access to all areas</b>	Improve/maintain access to all areas for pupils, staff, parents/carers, visitors. Service lifts and keep accessibility features in good repair	As required, per SLA	Facilities staff	Disabled pupils, parents, carers, visitors feel welcome. Pupils have full use of facilities
<b>Improve/maintain signage and external access for visually impaired people</b>	Clear walkways, floor markings where required, edging strips on stairs, clear signage	Ongoing	Facilities staff	Visually impaired people feel safe in the school grounds
<b>Ensure all disabled pupils can be safely evacuated</b>	Put in place Personal Emergency Evacuation Plan for all pupils with difficulties	As required	Inclusion Manager and relevant staff	All disabled pupils and staff working alongside are safe in the event of a fire
	Develop/maintain system to ensure all staff are aware of their responsibilities	Each September	Facilities Manager	
	Monitor during evacuation drills	Each September	Facilities Manager	
<b>Ensure accessibility of IT equipment</b>	Alternative equipment in place if necessary to ensure access to all hardware including halls	Ongoing and as required	ICT Lead	All children have access and can use equipment
	Liaise with visual/hearing impairment organisation with regard to assisting VI/HI pupils	Purchase of software if required	ICT Lead	

<b>Ensure hearing equipment in classrooms to support hearing impaired</b>	Seek support from LA hearing impaired unit on appropriate equipment	Ongoing, as required	LA Hearing officers	All children have access to equipment
<b>All fire escape routes are suitable for all</b>	Make sure all areas of school have wheelchair access; in the case of stairwells, that appropriate equipment and processes are in place for dealing with disabled evacuation	Ongoing and as required	Facilities staff	All disabled staff, pupils and visitors are able to have safe egress
	Egress routes have visual checks	Weekly checks	Facilities staff	

### Written Information

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include hand outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

The table below sets our plan for equality of access to written information.

TARGET	STRATEGIES	TIMEFRAME	RESPONSIBILITY	SUCCESS CRITERIA
<b>Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems</b>	Access to translators, sign language interpreters to be considered and offered if possible	As required	Inclusion Manager	Pupils and/or parents feel supported and included
<b>Provide information in simple language, symbols, large print for</b>	Ensure website is fully compliant with requirement for access by person with visual impairment	As required	Office	All can access information about the school

<b>prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information</b>	Ensure Prospectus is available via the school website			
<b>Review information to parents/carers to ensure it is accessible.</b>	<p>Provide information and letters in clear print in “simple” English</p> <p>School office will support and help parents to access information and complete school forms</p> <p>Ensure website and all document accessible via the school website can be accessed by the visually impaired.</p>	<p>During Induction</p> <p>Ongoing</p> <p>Current</p>	<p>Office</p> <p>Website Designer</p>	<p>All parents receive information in a form that they can access</p> <p>All parents understand what the school information headlines are</p>
<b>Improve the delivery of information in writing in an appropriate format</b>	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
<b>Ensure all staff are aware of guidance on accessible formats</b>	Guidance to staff on dyslexia and accessible information	Ongoing	Inclusion Manager	Staff produce their own information
<b>Annual review information to be as accessible as possible</b>	Develop child friendly IEP review formats	Current	Inclusion Manager	Staff more aware of pupils preferred method of communications