Lenham Primary School

Accessibility Plan

December 2016

**Purpose**

This plan shows how Lenham Primary School intends, over time, to increase the accessibility of our school for all disabled pupils, staff, parents / carers and visitors.

**Introduction**

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1195 (DDA) as amended by the SEN and Disability Act 2001.

As defined by the Equality Act, we understand a person with a disability to be identified as follows:

*‘A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day duties.’*

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA, ‘substantial’ means *‘more than minor or trivial’*, and ‘long term’ means *‘has lasted or is likely to last more than 12 months.’*

The definitions are broad and include children and adults with a wide range of impairments. People with cancer, surviving cancer, HIV or MS are also included from the point of diagnosis.

Day to day activity could be affected by one, or more of the following:

* Mobility
* Manual dexterity
* Physical coordination
* Continence
* Ability to lift , carry or move everyday objects
* Speech, hearing or eyesight
* Memory or ability to concentrate, learn or understand
* Perception of risk or danger

Our planning addresses the following areas:

**Physical facilities** – addressing any alterations that may be required to the structure of the building or site to secure access for all.

**School curriculum** – including: provision for teaching and learning, the wider curriculum, extra-curricular activities, school visits and the provision of specialist or auxiliary aids and equipment.

**Support services** – access to services within and external to the school, to support families where a disability is identified.

**Awareness** – building awareness of staff through training and development and heightening children’s awareness of issues related to disability.

**Communication of information** – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

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| Physical Facilities |
| Process for identifying barriers: |
| * The Governing Body’s Premises’ Committee’s action plan
* Recommendations from users of the school
* Weekly Health & Safety feedback at Professional Development Meetings
* ‘Needs Review’ for enrolment of pupils
* Pupil Progress Meetings
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| Summary of progress in last three years: |
| * Annual review of classroom layouts (2016)
* Annually updated PEEPs (2016)
* Member of staff allocated to regularly update Health Care Plans across the school (2016)
* Provision of direct access to each classroom from outside (2015)
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| Objectives for improvement 2016-2019 |
| Target | Strategy | Time-scale |
| Continue monthly updates of Healthcare Plans | Include time for monthly conversations with parents | Review process July 2017*(Hdtchr, JH, teaching staff)* |
| Ensure path outside classrooms 2-5 is full length of the building and is accessible | Audit accessibility; plan for seasonal checks by site manager | Review process July 2017*(Hdtchr, SBM, caretaker)* |
| Plan and budget for premises changes needed | Carry out an accessibility audit following identification of needs of new pupils; feedback to Governing Body | Annually (July 2017, 2018, 2019)*(Gov Body, SBM)* |

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| School Curriculm |
| Process for identifying barriers: |
| * Monitoring of Teaching & Learning
* Recommendations from users
* Pupil Progress Meetings
* Recommendations from parents & external agencies
* Governor monitoring
* Input from SENCo
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| Summary of progress in last three years: |
| * SEND Policy updated (2016)
* Specialist equipment purchased (continuous)
* Support / intervention resources purchased (continuous)
* New SENCo in post (2016)
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| Objectives for improvement 2016-2019 |
| Target | Strategy | Time-scale |
| Curriculum & Attainment Governor, SENCo, Headteacher & class teacher(s) all to attend PPMs | Discuss support needed in order to make sure all pupils make good progress | Termly*(Gov, Hdtchr, SENCo, Teachers)* |
| SENCo to lead / address training requirements of TAs & teachers | Training needs identified through PPMs, data analysis and appraisals | Termly*(SENCo, Teachers, TAs)* |
| Closely track impact of provision | SENCo to be aware of progress data for individual pupils; adapt provision, in liaison with the class teacher / TA, if necessary | Termly*(SENCo, Teachers, TAs)* |

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| Support Services |
| Process for identifying barriers: |
| * Outcomes of PPMs or EHCP reviews
* Advice from external agencies
* Identify needs of pupils through discussion, observation, recommendations and PDMs
* SLT meetings
* School Nurse’s monitoring
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| Summary of progress in last three years: |
| * Multi-agency meetings
* Commissioning support from other professionals
* Young Carers Training for Teaching Staff
* Advice sought from KCSB & EH teams
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| Objectives for improvement 2016-2019 |
| Target | Strategy | Time-scale |
| Continue to develop links with other agencies  | e.g. through Early Help, in order to signpost parents to support | Continuous*(SENCo)* |

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| Awareness |
| Process for identifying barriers: |
| * Observations of Teaching & Learning
* Pupil, Parent & Staff voice
* Review of curriculum and provision
* Feedback from external agencies
* Topical news stories shared in assemblies
* PSHE / SMSC sessions in classes
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| Summary of progress in last three years: |
| * ‘Paralympic’ sports played in PE sessions (ongoing)
* One house named after a Paralympian (2016)
* ‘E is for Equality’ (PRIDE) (ongoing)
* Fundraising
* Thorough Healthcare Plans (2016)
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| Objectives for improvement 2016-2019 |
| Target | Strategy | Time-scale |
| PSHE / SMSC / Assemblies to continue to challenge diversity and pre-conceived ideas | PSHE long term planning reviewed for whole school; collective worship planned across the year  | Sept 2016*(Headteacher)*  |
| Updated website to include links to support for families | Staff to suggest websites, phone numbers needed for parents to access external support | Spring 2017*(SENCo, SBM)* |

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| Communication |
| Process for identifying barriers: |
| * Pupil / Parent / Staff Voice
* Feedback from external agencies
* PPMs or EHCP reviews
* Communications Book
* Regularly timetabled meetings for TAs & Teachers
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| Summary of progress in last three years: |
| * Improved website (2016)
* Emails and letters sent, also kept on website (2016)
* Book Look (2015)
* Twice yearly report (2015)
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| Objectives for improvement 2016-2019 |
| Target | Strategy | Time-scale |
| Develop use of Clicker 6 as a form of communication that support’s pupils access to the curriculum | Identify pupils in need of this intervention | Autumn 2016*(SENCo)* |
| Review documents parents need to submit on entry to the school, in order to further to support any needs of child or parent | Admin team to research other schools’ forms; change forms in consultation with the headteacher; send out to parents | Spring 2017*(Admin, Headteacher)* |