



Larkrise Primary School Accessibility Plan

Larkrise Primary School has high ambitions for all its pupils and expects them to participate and achieve in every aspect of school life. Our commitment to equal opportunities is an important aspect of our overall commitment to be a fully inclusive school and our belief that educational inclusion is about equal access to opportunities for all learners.

Purpose of Plan

This plan shows how Larkrise Primary School intends, over time, to increase accessibility for disabled pupils, staff, parents/carers and visitors.

Definition of disability

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.

Areas of planning responsibilities

- **Increasing access for disabled pupils to 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 access to the physical environment of the school** (this includes improvements to the physical environment of the school and physical aids to access education)
- **Improving the delivery of written information to disabled pupils** (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame)

Current Range of known disabilities

The school has children with a range of needs which include moderate and specific learning disabilities. We have a small number of children and parents who have sensory or specific physical disabilities.

Current Position - Curriculum

Improving teaching and learning lies at the heart of our school. 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.

We obtain data on future pupil population to facilitate advanced planning. We ensure that where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc or using 'P' scales where appropriate to measure some children's progress. All staff recognise and allow for the additional time required by some pupils to use equipment in practical work. Software and applications are available to meet needs of all pupils; specialist software/applications are identified in plans for children with SEND. Some staff working with specific children use signing when communicating. We aim to create a culture of understanding and tolerance so that all ability groups and all disabilities are accepted as part of our school community, particularly through the use of 'Circles'.

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 are encouraged to attend age relevant after school clubs, leisure and cultural activities and educational visits. We aim to take full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils.

Aim 1: Increasing access for disabled pupils to the school curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Increased confidence of all staff in providing for a range of needs with their classroom	Evaluate range of needs within the school when planning CPD Provide whole school SEN training and specific training	On-going and as required based on need	HT/DT/SENCO	Raised staff confidence in meeting a range of needs through differentiation, increased pupil participation and raised levels of attainment
Ensure support staff have specific training on disability issues	Support staff appraisal system to be used to help assess need Provide specialist training for 1:1 TAs working with children with Downs Syndrome	As required	SENCO/DT/FS Co-ordinator/ Phase Leaders	Raised confidence of support staff and increased engagement of pupils with specific needs
Use ICT software to support learning	Install appropriate software to support learning where needed	As required	SENCO/ICT Support	Wider use of ICT to support learning for children with SEN
All educational visits to be accessible to all	Ensure each venue for educational trips and events is vetted for accessibility	As required	Class Teachers	All children in the school are able to access all educational visits
A large proportion of after-school clubs are accessible to all	When developing clubs or assessing current clubs ensure accessibility is accounted for	As required	Person responsible for organising club	After school clubs to be as accessible as possible
Medical training to meet specific needs	Ensure all medical conditions are known and training provided when needed	As required	Medical TA	All medical needs are met including, personal care, epilepsy etc.
Review PE curriculum to ensure PE is accessible to all	Gather information on accessible PE and disability sports Invite disabled representatives of sports to come into school	As required	PE co-ordinator	All children to have access to PE and be given the opportunity to excel at sport

Physical Environment

Larkrise Primary School is on a split level site, it comprises two buildings the most recent at the back which is at a lower level. They are linked by steps with an electric lift. The main entrance is below ground level there is a sloped path from the main gate, at the entrance the intercom is at wheelchair height and there is an enlarged waiting area in reception. There are access ramps and railings to external doors and wheelchair access to the playground. Access to the Foundation Unit is by sloped paths. In the link-way between the two buildings there is a disabled toilet with an emergency cord, a further disabled toilet is in the green building on the playground. The car park is too small for the number of staff working at the primary school and provides no spaces for disabled parking.

Aim 2: Improving access to the physical environment of the school

Targets	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of access needs of children, staff, parents/carers and visitors	To create access plans for individual children when required	As required	SENCO	Access plans in place and all staff aware of children of needs
	Seek to find out access needs of all through questions/discussions	Annually	Headteacher	All pupils/visitors have full access to school site
	Consider access needs in recruitment process	Recruitment process	Headteacher	Access issues do not influence recruitment and retention issues
Access issues take priority in adaptations and improvements of the learning environment.	The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises	As required	Headteacher Business manager	All new building work/adaptations will take into account and meet the access needs of pupils and visitors

Create access to more challenging areas such as the forest school site	To develop a plan to meet the needs of any new pupils with particular needs to access challenging areas	As required	Forest school practitioner	All children will have access to all areas of school site
Ensure all disabled children can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all children with disabilities	As required	Headteacher/SENCO / Medical TA	All disabled children and staff working alongside are safe in event of a fire
	Ensure all areas of school can hear the fire alarm. Seek support from hearing impairment agency on appropriate equipment	As required	Business Manager/SENCO	
	Ensure all staff are aware of the their responsibilities	Each June/September		
Improve signage, decor and external access	Ensure steps are marked, yellow strip mark step edge	As required	Business manager	All children and visitors have safe access to the school and signage and décor meets their needs
	Remedial work to take place when areas renovated	As required		
	Note the need for colour/tonal contrasts when decorating areas of the building	Consideration at time of tendering		
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware	Ongoing and as required Software may be required	ICT support	Hardware and software available to meet the needs of children as appropriate

Information Access

Throughout the school visual timetables are used and information supported by signs/symbols for targeted pupils. Home-school books are used for targeted children to ensure effective communication. The school sends emails to parents all parents signed up for Parentmail. Any letters sent home are written in easy to understand language and aim to be jargon free if possible.

Aim 3: Improving the delivery of written information to disabled pupils

Targets	Strategies	Timescale	Responsibility	Success Criteria
Review and improve access to information to parents/carers	Provide information and letters in clear print and 'simple' English	Ongoing	All/ School office	All parents/carers receive information in a form that they can access All parents/carers are able to access information relevant to their child
	Use symbols/large print/braille for parents/carers who may have visual impairment	As required	All/ school office	
	School office will support parents to access information and complete school forms	Ongoing	School office	
		Ongoing	Office/website designer	
Improve access to written information for pupils with visual impairments and dyslexia	Provide suitable enlarged, clear print for children with visual impairment	As required	Class teachers	All children can access written information
	Raise awareness in staff of using appropriate font size, page layouts, colours etc	As required	SENCO	
	Audit the school library to ensure availability of large font texts	As required	Literacy co-ordinator	

Language other than English to be visible in school	Modern foreign languages to be taught and evidence of this on display boards Books in range of languages in school	Ongoing	Class teachers Literacy co-ordinator	Celebrating the languages spoken by children in our school
Provide information in other languages for children or prospective children/parents who may have difficulty hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible.	As required	Senior Leadership	Prospective and current parents/carers and children can access information about the school

Polly Blok: SENCO

Date: January 2016

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Policy approved by Governing Body:

Approved by Headteacher: