

Loudwater Combined School

Accessibility Plan

Context of the Plan

The Equality Act 2010 came into force on 1st October 2010 and replaced existing equality legislation including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation in that schools 'cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.

Aims of the Plan

The plan sets how we will

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Definition of a Disability

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Context of the school

Loudwater Combined School is a single form entry primary school built in 1973. We can offer places to 210 children from Reception (Foundation Stage) to Year 6. The majority of the school is housed in a two story building with five classrooms, a hall, a computer suite, a library, offices, toilets and support rooms. A separate building houses the Year 1 & 2 classrooms, toilets and two support rooms. Disabled access to the site is challenging as the school is built into the side of a hill. However access to 4 of the classrooms, the hall, computer suite, library and toilets is possible by using the top entrance to the school. Access to all other parts of the school requires the use of external steps and internal stairs; these have been fitted with handrails to accommodate the safe use by children of differing heights. Some of the toilets have been adapted to provide better access for disabled users. Amongst the population of the school, there is one pupil who has a physical disability. Amongst the pupils there are a range of needs and the school is well supported by occupational therapists and physiotherapists, speech and language therapist and specialist support teachers. There are currently

no staff members within the school who have a physical disability although should this change their needs will be considered within this plan.

We do our best to accommodate the needs of our parent and carer population where there are also physical disabilities.

School Aims

At Loudwater Combined School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims and ethos, which are:

- To provide high quality care and education to support each pupil in realising his or her full potential.
- For staff, governors, parents and carers to have high expectations and responsibility for the achievement and behaviour of our pupils.
- To provide a secure and nurturing learning environment for pupils and staff.
- For everyone to have respect for each other at all times.
- To build firm foundations for lifelong learning.
- To provide our pupils with the skills, including technological and environmental awareness, to become responsible citizens who are ready for the future.
- To provide opportunities for pupils to develop spiritually, culturally, socially and morally.
- To provide the pupils with opportunities to widen their horizons.
- To develop pupils' understanding of a healthy lifestyle, enabling them to make informed choices.
- To strengthen partnerships with parents and the community and celebrate the school's achievements with them.
- To develop a sense of belonging to our school, community and environment in which we live.

How this Plan links to other Policies

The Accessibility Plan should be read in conjunction with the following school policies and documents:

- Equality Policy
- Health & Safety Policy
- SEND Policy
- School Plan
- Teaching and Learning Policy

Improving the Physical Environment

Aim	Action	Lead	Resources	Time	Success criteria	Cost
The school will continue to develop its contingency plans for accommodating any disabled pupils or staff that may join us in the future.	Consider potential requirements each year.	SENDCo or Headteacher as appropriate	TBC	As needed Each year any potential requirements are discussed	The needs of any potential new children or staff are fully met.	Not known
The general areas around the school are kept safe for users especially those with mobility/OT needs	Good general housekeeping and caretaking, with particular reference to condition of handrails, accessibility of fire exits, stairs and steps.	SENDCo & Caretaker	TBC	Continual awareness and any repairs/modifications carried out	School is safe and as accessible as possible.	
Ensuring that medical needs of the pupils are met in conjunction with the SEND Code of Practice.	Adequate training for staff administering medication or supporting pupils	SENDCo	TBC	As needed Each year any potential requirements are discussed	The medical needs of all pupils are met	Not known – training undertaken

Improving access and engagement in the school

Aim	Action	Lead	Resources	Time	Success criteria	Cost
To address barriers to parental access or engagement.	Publicise the role of the Parenting Support Advisor so that if parents feel that there are barriers to their relationship with the school a self or school referral can be made.	HT SENDCo	PSA time Possible referrals to other agencies eg Family Resilience, CAMHS, sources of financial advice, housing	Dependent on needs	Barriers are addressed, minimised or removed	Salary of PSA

Improving curriculum access

Aim	Action	Lead	Resources	Time	Success criteria	Cost
Full participation in off-site sporting activities and after school clubs for all SEN children	Ensure that arrangements are made for SEN children to attend sports events and that they are adequately supported and activities appropriately risk assessed	PE Co-ordinator	TBC	As events are arranged	Participation in events and clubs is maximised for SEN children	Part of LEAP package
Children's emotional well-being is supported through the nurture group and social skills groups	Pupils who require this kind of support are identified and provision put in place. Their progress is monitored using tools such as the Boxall questionnaire	SENDCo	TA time to run Nurture group and social skills groups	10 week intervention block. Phased graduation from nurture group	Children's improved well-being enables them to increase the effectiveness of their participation in class.	
Drop in support sessions from OT to investigate those children who need support or who would benefit from a more in depth assessment.	Children identified and programme put in place to support their development	SENDCo		Over the year – dates to be arranged	Pupils with OT needs can be supported through programmes in school	
Interventions and provision for SEND children are delivered by well-trained support staff and monitoring and evaluation show that are effective	Termly review of whole school provision map. Ensure that TAs have appropriate training and knowledge of interventions and pupil targets. Monitor the impact and effectiveness of interventions	SENDCo KS leaders	Resources purchased to support intervention	Training as appropriate All interventions monitored within agreed periods	School is running effective interventions that allow children to make gains in their learning over and about the gains they may have made in class.	Cost of TA time Training for TAs Cost of purchasing resources

Appropriate use of specialised equipment to support pupils	Examples include: Ipad Slopping boards Move 'n' sit cushions Coloured glasses Pencil grips	SENDCo in consultation with other agencies	Needed according to a range of needs	As relevant to children in school	Children have access to equipment recommended by specialist services	Various paid through the SEN budget
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Improving the Delivery of Written Information

Aim	Action	Lead	Resources	Time	Success criteria	Cost
For relevant teacher s & TAs to support children in the classroom by using alternative methods of communication	Appropriate staff to use Makaton and ipad as communication aid.	SENDCo with advise from SALT	Information/visuals relating to Makaton ipad	As relevant to children in school	Children able to develop understanding of tasks and activities in way other than through written formats	Training costs
To ensure that methods of communication with parents are clear and easy to understand	Weekly newsletter School comms information Website Text messaging School notice board A boards as reminders	Headteacher Office staff	Various IT resources	Ongoing	Parents feel that they have been told about events/received information in a clear way	Various – School Comms
There is availability of written materials and staff to support understanding of this as needed	The school is aware of how LA can help with secondary transfer. Staff available to help parents complete forms Computer access provided if needed	SENDCo Office staff PSA	Links to services Time	As needed	The school can provide information in a range of formats and can support parents with access or undestanding	TBC

Plan to be reviewed May 2018