

# **Lumley Infant and Nursery School Accessibility Plan 2018-2021**



## **Lumley Infant and Nursery School Accessibility Plan – 2018-2021**

### **1. Vision Statement**

### **2. Aims and Objectives**

### **3. Current good practice**

- Physical Environment
- Curriculum
- Information

### **4. Access Audit**

### **5. Management, coordination and implementation**

### **6. Action Plan**

## **1. Vision Statement**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Lumley Infant and Nursery School the Plan will form part of the Premises, Resources, and Behaviour, Safety and Welfare section of the School Development Plan and will be monitored by the head teacher and evaluated by the relevant Governors’ committee.

At Lumley Infant and Nursery School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The Lumley Infant and Nursery School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Lumley Infant and Nursery School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and

cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Lumley Infant and Nursery School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame;
- Improve 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 timeframe.

5) The Lumley Infant and Nursery School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- a. Asset Management Plan
- b. Behaviour Policy
- c. Curriculum Policy
- d. Critical Incident Support Plan
- e. Equal Opportunities Policy
- f. Health & Safety Policy
- g. Equality Plan
- h. School Prospectus
- i. School Improvement Plan
- j. Special Educational Needs Policy

k. Staff Development Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the Ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## **2. Aims and Objectives**

Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,

## **3. Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

### **Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. There are no parts of the school to which disabled pupils have limited or no access at the moment.

### **Curriculum**

There are areas of the curriculum to which disabled pupils may have limited access to. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

### **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff. Regular

communication with pupils, parents, carers, support staff and teachers ensures that individual pupils needs are met and they are fully access all aspects of school life.

#### **4. Access Audit**

The school is a single storey building with wide corridors with three wide access entrance and exit doors. The dining area is accessible to all. All of the classrooms are open planned with wide linking corridors. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. Access into the school can only be gained from inside the main reception or via staff keys. An accessible toilet, changing station and shower is located in the lower school porch. It is also fitted with a handrail and a pull emergency cord.

There is onsite parking and the main entrance can be accessed through wide gates, suitable are for wheel chair users. The school has internal emergency lighting and escape routes are clearly marked. Pupils with disabilities and additional needs have personal evacuation plans (PEPs) in the event of a fire within school.

#### **5. Management, coordination and implementation**

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority.

**Date of Implementation:** September 2018

Approved: Mrs J. Boyne SEND Governor

Date 12<sup>th</sup> September 2018

	<b>Signature</b>
<b>Date of Review:</b> September 2019	
<b>Date of Review:</b> September 2020	
<b>Date of Review:</b> September 2021	

## 6. Action Plan

### Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>Short Term Targets</b>				
To liaise with pre-school providers and previous schools when admitting new pupils.	To identify pupils who may need additional support or different provision for Sept intake and in year transfers.	May/September every year throughout the plan Also in year transfers.	HT <b>SEND Co-ordinator</b> <b>LAC Designated Officer</b> <b>Designated Safeguarding Leader</b> <b>Office Manager</b>  <b>Class Teachers</b>	Procedures/equipment/support plans (including care, health, medical SEND, personal education plans) are in place for the start of the academic year. Outside agency involvement, advice is sought to ensure a smooth transition into Lumley Infant and Nursery School.
To establish close liaison with parents.	To ensure collaboration and sharing between school and families. To increase opportunities for families to participate in events in school. To increase good communication between school and parents.	<b>Ongoing</b> throughout the current plan.	HT <b>All teachers</b> <b>Support staff</b>	A clear collaborative working approach is developed Staff confidence when dealing with difficult situations increases.
To ensure full access to the curriculum for all children.	To provide Continuing Professional Development (CPD) for staff (as relevant) to ensure that the needs of all children in school are met.	<b>Ongoing</b> throughout the current plan.	HT <b>All teachers</b> <b>Teaching Assistants</b>	Advice is sought when needed. Advice is followed and suggested strategies are evident in class planning

	<p>To work with Specialist Advisory Teachers (which may include: Special Educational Needs and Disabilities Team, Autism Spectrum Disorder Team team, Speech and Language Therapy team, Occupational Therapy team, English as an additional language team, Education Psychology service etc.) to gain additional support and advice.</p> <p>To ensure that class teachers are able to provide: A differentiated curriculum with alternatives offered where necessary to cater for individual needs.</p> <p>To use P Scales and PIVATS to assist in developing learning opportunities for children with learning needs and to support the assessment of children in different subjects.</p> <p>For support staff to access relevant training to meet pupil's specific needs.</p> <p>Invest into specific equipment to support learning across the curriculum.</p>			<p>and in classroom practice. Children with specific needs are supported in accessing the curriculum.</p>
<p>To establish close liaison with outside agencies for pupils with ongoing health needs e.g. children with asthma, severe allergies, mobility issues, epilepsy etc.</p>	<p>To ensure collaboration between all key personnel.</p> <p>To liaise with medical professionals.</p> <p>To ensure all relevant information is shared and appropriate plans put into place before pupils start school.</p>	<p><b>Ongoing</b> throughout the current plan</p>	<p><b>HT</b> <b>SENCO</b> Class teachers Support Staff Office Manager Key Support Staff with medical responsibilities</p>	<p>A clear collaborative working approach is developed.</p> <p>Class teachers and relevant support staff are fully aware of the needs of all children within their class.</p> <p>Individual medical plans are in place prior to a pupil being admitted into school.</p>

				<p>A comprehensive list of all pupils with medical needs is displayed in key locations around school (staff room, classrooms, kitchen and offices) and all staff are aware of these pupils and know the appropriate actions that are required to meet their medical needs.</p> <p>Procedures / equipment is in place prior to the start of the academic year to ensure a smooth transition.</p> <p>Key support staff continue to receive up-to-date training to ensure that they can meet the medical needs of all pupils.</p>
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	All policies comply with the Equality Act 2010	<b>Ongoing</b> throughout the current plan	<b>HT</b> <b>DHT</b> <b>SENCO</b> <b>All subject leaders</b> <b>Pastoral Leader</b> <b>Office Manaer</b>	All policies clearly reflect inclusive practice and procedures.
<b>MEDIUM TERM TARGETS</b>				
To closely monitor and review the attainment and	Half termly meetings with class teachers and support staff to monitor and review the	<b>Half termly</b>	<b>SENCO</b> <b>Class teachers</b> <b>Support Staff</b>	Progress can be seen on tracking system, children's work, group

<p>progress of all pupils with identified SEN</p>	<p>impact of interventions and identify next steps for each child/group of children. Termly review meetings with class teachers and the SENCO to review progress and identify next steps for SEN children. Individual SEND support plans are updated by class teachers termly. Parents are invited to attend and contribute to the formation of new SEN plans and EHCP reviews.</p>	<p><b>Termly</b></p>	<p><b>Parents</b></p>	<p>work and SEN Support Plans.  Learning journeys shared and targets on support plans are met.</p>
<p>To promote the involvement of pupils with disabilities in all classroom activities.  To take account of the variety of learning styles within the class when teaching across the curriculum.</p>	<p>Within the curriculum, the school aims to produce full access to all aspects of the curriculum. Giving alternatives to enable disabled pupils to participate successfully in lessons. Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</p>	<p><b>Ongoing</b> as required</p>	<p><b>HT SENCO Class teachers Support Staff</b></p>	<p>A variety of learning styles and multi-sensory activities are evident in class planning and within the classroom. The needs of all pupils, parents and staff with disabilities are represented within the school. Opportunities for pupils to work with people with disabilities are evident across the school (for example visit from a para-olympic athlete).</p>

<b>LONG TERM TARGETS</b>				
<p>To evaluate and review the short term and medium targets documented above at least annually.</p>	<p>To ensure the above strategies have been Implemented. To evaluate progress and identify next steps.</p>	<p><b>Annually</b></p>	<p><b>HT SENCO Link Governor for SEND (Special Educational Needs and Disabilities: Mrs Jean Boyne)</b></p>	<p>All children in school are making good progress towards their individual targets. The additional needs of all children are fully met. The learning environment and learning opportunities provided are amended and adapted as required to meet the needs of all children.</p>
<p>To deliver findings to the Governing Body</p>	<p>To share information and findings during Finance Committee and Children's Committee meetings</p>	<p><b>Annually</b></p>	<p><b>HT Governors</b></p>	<p>All Governors are fully informed about:- SEN provision and the progress made by identified children. Identified resources (including human) required to meet individual needs are planned for in budget review and budget forecasting.</p>

**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>Short Term Targets</b>				
To improve the physical environment of the school.	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 to the site and premises, such as improved access, lighting, colour schemes and more accessible facilities and fittings.	<b>Ongoing</b>	<b>HT SENCO Governors</b>	The needs of all people are met, where possible. When this is not possible (e.g. due to the structure of the building or the amount of notice the school receive), every attempt will be made by the school to overcome any barriers that may arise.
To ensure that the whole school environment is visually stimulating for all children.  To develop a sensory den within school to support pupils with a range of sensory needs.	Colourful, lively displays are created in all classrooms. Communal areas are kept tidy and colourful, lively displays are produced. A range of resources and props are used to engage, motivate and stimulate children All parts of the school are welcoming and inviting.	<b>Ongoing</b>	<b>HT All staff</b>	The whole school environment is tidy The whole school environment is colourful, lively, inviting and engaging.
To ensure that all people with a disability are able to be fully involved in school life.	To create access plans for individual children with disabilities as part of the SEN Support / EHCP process.	<b>Ongoing</b>	<b>HT All staff Governors</b>	The needs of all people are met, where possible. When this is not possible (e.g. due to the structure of the building or the

				amount of notice the school receive), every attempt will be made by the school to overcome any barriers that may arise. All children with disabilities are able to participate fully in school life.
To ensure that the medical needs to all pupils are fully met within the capability of the school.	To conduct parent/carer interviews to identify needs of children before they join the school. To liaise with external agencies to ensure that barriers are overcome To identify the training needs of staff. To establish individual protocols where needed to meet the needs of individual children. To ensure individual medical plans are reviewed regularly and all relevant staff are up skilled in the delivery of the plan.	<b>Ongoing</b>	<b>HT Governors All staff</b>	The medical needs of all pupils are met, where possible. When this is not possible (e.g. due to the structure of the building or the amount of notice the school receive), every attempt will be made by the school to overcome any barriers that may arise. All children with specific medical needs are able to participate fully in school life.
To ensure that parents and carers with disabilities have every opportunity to be involved in school life.	To offer a telephone call to explain letters home for parents who may need support with literacy skills. To adopt a proactive approach to identify the access requirements and needs of disabled parents.	<b>Ongoing</b>	<b>HT Governors All staff</b>	To ensure that disabled parents and parents with English as an Additional Language are not discriminated against (for example investing into translation apps to communicate with parents).

				To ensure that disabled parents and parents with EAL are encouraged to take an interest in and be involved in their child's education.
<b>MEDIUM TERM TARGETS</b>				
To improve community links.	<p>Lumley Infant and Nursery School continues to have strong links with the Local Authority and the wider community. Opportunities to participate in community events and promote disabilities to develop positive attitudes among children are encouraged.</p> <p>To develop links with the local Methodist church to enable pupils to access the church's sensory room.</p>	<p><b>Ongoing</b> throughout the plan</p> <p><b>Summer Term 2018</b></p>	<p><b>HT</b> <b>Governors</b> <b>All staff</b></p>	<p>Children, parents, staff and governors have an improved awareness of disabilities within the school community, the local community and the wider community Improved community cohesion is evident.</p> <p><b>Pupils with sensory needs are able to access weekly sessions at the sensory rooms at Lumley Methodist church.</b></p>
<b>LONG TERM TARGETS</b>				
To continue to develop the school grounds, playgrounds and facilities to ensure they are accessible for all.	To continue to develop the school grounds using Sports Premium Money and Grants and funding opportunities that are available.	<p><b>Ongoing</b> throughout the plan</p>	<p><b>HT</b> <b>SMT</b> <b>Class teachers</b></p>	<p>Playgrounds and the whole school grounds are accessible for all pupils, parents, staff, visitors and governors Play equipment is age appropriate and accessible for all pupils Playgrounds are inviting,</p>

				engaging and inspiring for pupils and develop their skills in many areas.
<p>To ensure paths around the school are as safe as possible</p> <p>Replace uneven paths next to the nursery building.</p>	<p>Caretaker to continue to carry out checks to ensure safety on the school site. Safety markings to be renewed as required.</p> <p>Communication with parents to ensure parking is safe and walking to school is encouraged. Uneven flag stones are relayed where necessary.</p> <p>Whole school participation in walk to school events.</p> <p>Safety events within the wider community to be promoted and advertised to children and families.</p> <p>Problems reported to the appropriate body and rectifications monitored.</p> <p>Road safety sessions for all pupils.</p>	<p><b>Ongoing</b> throughout the plan</p>	<p><b>HT</b> <b>Senior Leadership Team</b> <b>Caretaker</b> <b>Office Manager</b> <b>Class teachers</b> <b>Pastoral Leader</b></p>	<p>Reduction in accidents.</p> <p>Accident forms to be completed as needed and evaluated to reduce future incidents.</p> <p>Checks to be logged to ensure completion.</p>

**Aim 3: To improve the delivery of information to pupils and parents with disabilities.**

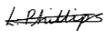
Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>Short Term Targets</b>				
To ensure that all children with Special Educational Needs and disabilities have access to the curriculum.	Regular parental communication Individual SEN Support Plans / EHCP plans written to meet the needs of each child and identify the specific support that will be put into place. Liaise with outside agencies to ensure up to date appropriate strategies are used to support learning and development. Staff training as required as children move through school. Clear communication between school staff to ensure smooth transition between classes.	<b>Ongoing</b>	<b>SENCO Class Teachers Support Staff</b>	Pupils with special educational needs and disabilities can access the curriculum and make progress against their own personal targets. Parents and other agencies attend school SEN Support and EHCP review meetings. Staff receive appropriate training to ensure the needs of individual children are fully met.
To ensure that all children with speech and communication difficulties have access to the curriculum.	Regular communication with parents to share the techniques that are taught in class to support understanding. Support staff to apply speech therapist's strategies when delivering weekly interventions.	<b>Ongoing</b>	<b>SENCO Class Teachers Support Staff</b>	Children with Speech, Language and Communication difficulties can access the curriculum and make progress against their own communication targets. Resources are used to develop understanding of vocabulary and concepts when appropriate.

				Support staff meet regularly with the speech therapist to review progress towards individual targets and plans next steps. Parents have regular meetings with the speech therapist to ensure the work that is completed in school is reinforced at home.
To enable improved access to written information for pupils, parents and visitors.	Discussions to identify any needs parents and carers may have. Relay messages verbally where parental difficulties are known. Raise awareness among staff of the use of suitable font and size and correct page layout to support people with visual impairments. Audit reading/writing materials used in school to ensure suitable large print materials are available if needed and to support pupils with visual impairments to write e.g. raised writing platforms.	<b>Ongoing</b>	<b>All Staff</b>	Parents with literacy difficulties or EAL can access school communications. School resources are appropriate for children with EAL or literacy difficulties and visual impairments.
<b>MEDIUM TERM TARGETS</b>				
To review children's records to ensure that the school is fully aware of any disabilities.	Information is collected about all new children in the induction pack. Records are passed up to class teachers as part of our annual transition. Discussions take place between staff to ensure full awareness as part of our transition arrangements.	<b>Ongoing</b>	<b>HT Office staff Class teachers</b>	Each class teacher and all appropriate support staff are fully aware of the needs and disabilities of children in each class. Transition arrangements are thorough to ensure all

	Parents and other agencies participate in SEN Support Plan and EHCP review meetings to ensure the most up-to-date information is shared with school. Medical needs are identified by parents and are updated at least annually Personal health plans are created for children as required.			information is passed on The needs of new starters are collected by office staff.
<b>LONG TERM TARGETS</b>				
To review and amend the in school records that are kept for each child to ensure clarity and cohesion.	Review records that are kept and the information that is required. As changes are made, add new forms to the new induction packs but also ensure that they are completed for all existing pupils. Continue to ensure clear communication is in place between school and home to ensure changes are shared with school as soon as possible.	<b>Continual review and improvement</b>	<b>HT SLT Office staff</b>	There is effective communication within school to ensure information about disabilities and additional needs is shared with staff and appropriate agencies as required.

Date of Implementation: 12 th September 2018

Date of Review: September 2019

Signed SENCO: 

Signed Head Teacher: 

Signed Governor: Mrs. J. Boyne

