

# Lilleshall Primary School

## Disability Access Plan

Presented to Full Governing Body: Autumn Term 2021

Review Date: Autumn Term 2025 (Every 3 years)

## The Disability Access Plan

This plan aims to improve access to all aspects of education within Lilleshall Primary School and remove any existing barriers to pupil learning. It also aims to widen the opportunities for including pupils within the school and to look positively at ways in which existing difficulties can be overcome. In this way the Governing Body is showing its commitment both to the school members and to the wider community based on the promotion of self-respect and respect for others.

The plan has four interlinked elements:

1) Improvements in access to the curriculum by:

- Supporting all pupils enabling them to access the national curriculum.
- Ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment, may benefit fully from it.
- Gaining the views of a focus group of disabled people who use the school.

2) Physical improvements to increase access to education and associated services by:

- Ensuring that the school buildings and grounds are fully accessible to pupils with mobility, sensory and other impairments.
- Providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all pupils.

3) Improvements in the provision of information in a range of formats for disabled pupils by:

- Providing for pupils and their carers / parents, information about the school and its curriculum in a format that takes account of any disabilities.

4) Promotion of the rights and achievements of disabled people.

- Careful monitoring of any bullying or harassment of disabled children.
- During Sports Week ensure that we include the accomplishments of Disabled Athletes

## 1) Access to the Physical Environment.

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	1. School is aware of the access needs of disabled children, staff and parent/carers.	To review access plans for individual disabled children.	Ongoing throughout the academic year.	SENCO / Headteacher / Outside agencies eg OT Headteacher / SENCO	Individual plans are in place for all disabled pupils and all staff are aware of pupils' access needs. Parents are fully able to access all school activities.
	School staff have greater awareness of access issues.	Consultation with Parents re accessibility of school building.  Ensure staff are aware of access issues concerning individuals.	By April 2022  Ongoing through staff and TA meetings	Administrator / Class teachers  Headteacher / SENCO	All staff are aware of access issues.
		Ensure all contractors doing Repair & Maintenance, work to standards laid down by Telford and Wrekin.	Continuous focus	SENCO / Headteacher / Classteacher	Contractors ensure that the access needs of all children are taken into account when planning and carrying out any future R&M works.

		School remains in consultation with parents and carers to discuss issues of disability.	Continuous focus		School is aware, through consultation, of the needs of all users who consider themselves to be disabled.
<b>Timeframe</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>Short Term</b>	2) To maintain access throughout the school.	To ensure that all furniture and equipment is placed in such a way as to allow easy access for all pupils	Ongoing	Class teachers & caretaker	All people with disabilities feel more welcome.
	3) Maintain signage and external access for visually impaired people.	Replace external light bulbs immediately if they blow.	Ongoing	Site Supervisor  Site Supervisor	Visually impaired people feel safe both within the school and its grounds.
	4) Ensure that all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plans for all disabled children.  Ensure that all staff are aware of responsibilities.	As necessary  With immediate effect	SENCO / TAs  Headteacher	All disabled children and staff working with them are confident in the event of fire.
<b>Timeframe</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>Medium Term</b>	1) To review the needs of disabled pupils by April 2022.	To ensure the changing needs of pupils are met and funding is secured to complete the work required.	Summer 2020	Headteacher	The changing needs of our disabled pupils will be met effectively and in good time.

		Ensure all contractors doing building work are to standards laid down by Telford and Wrekin.			
<b>Timeframe</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>Long Term</b>	To ensure that we review and meet the needs of our pupils regularly.	To review the access to the building and movement around the building planning ahead for required developments.	Summer 2022	Headteacher with advice from Telford & Wrekin.	Children with physical disabilities can gain access to all parts of the school grounds.

## 2) Access to the Curriculum.

<b>Timeframe</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>Short Term</b>	Increase confidence of staff in differentiating the curriculum to suit the specific needs of disabled children.	Undertake audit of staff training needs and changing needs of pupils.	Autumn 2022	Headteacher / Curriculum co-ordinators	Training needs of staff are clearly understood.
	Ensure TAs have access to specific training on disability issues.	Identify TA training needs Manual handling Autism Awareness Training	Ongoing	SENCO	Raised confidence of staff in strategies to differentiate work for disabled pupils.
	Ensure TAs are aware of, and able to use, SEN software and resources	Senco to keep staff updated about new software.	Ongoing	SENCO	Wider use is made of SEN resources in mainstream classes.

	Ensure TAs are trained to meet the medical needs of our more complex SEND pupils.	TA to attend medical training for tracheostomy support and suction processes.	Autumn Term 2022	Head Teacher	The medical and educational needs of pupils with complex SEND needs can be met effectively.
	Ensure all staff are aware of disabled children's curriculum access.	Ensure that Individual Learning Plans address access needs and that information is shared with appropriate staff.	Termly Reviews with pupils and parents.	SENCO	All staff are aware of the access needs of individual disabled children.
	Ensure disabled children participate equally, when desired, in after school and lunchtime activities	Survey participation in extra curricular activities for disabled children. TA available at break/lunch times to facilitate specific needs.	Ongoing	SENCO  TAs and Lunchtime supervisors	Disabled children participate confidently, when desired, in after school and lunchtime activities.
	Monitoring of the achievements of disabled children.	Achievements monitored according to disability	Ongoing and focus for SLT in assessment meetings.	SENCO	Trends or patterns can be established and action taken if necessary.

<b>Timeframe</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>Medium Term</b>	Ensure all school trips are accessible to all.	Review guidance for staff on making trips accessible.	Ongoing	Assistant Headteacher	All school trips are accessible to all children.
	Review all curriculum policies to include disability issues.	Include specific reference to disability equality in all curriculum reviews.	Ongoing	All curriculum co-ordinators	Increased awareness of the effect of disability issues in all curriculum areas.
<b>Long Term</b>	Ensure staff undertake disability equality training as appropriate.	Seek advice from the LA on training available for existing and new staff.	Ongoing	Headteacher	All staff work from a disability equality perspective.

### 3) Access to Information.

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
<b>Short Term</b>	Review information provided to parents or carers to ensure it is accessible.	Ask parents about their information access needs when child is admitted to school on initial data sheet.	Ongoing	Reception Teacher / Administrator	All parents receive information in a format that they can access.
	Ensure information given in Annual Reviews is accessible to all participants.	Ask parents, carers and children about preferred formats in review meetings.	Ongoing	SENCO / Class teacher	Parents receive information in a format that they can access.
<b>Medium Term</b>	To use pupil review meetings to establish changing needs of pupils.	To enable school to adapt to the needs and developments made by the pupil and meet them to a high standard.	Termly	SENCO Head Teacher	To increase the confidence of pupils, parents and carers of disabled children.
<b>Long Term</b>	Children become more aware of their own learning styles and access needs.	Encourage children to express their access needs and explore preferred learning styles. Pupil questionnaires and interviews.	Autumn Term 2020	All teachers	Children able to articulate their access needs and understand their own learning styles.

### 4) Promotion of the rights and achievements of disabled people.

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
<b>Short Term</b>	Disabled children fully participate in school life.	Encourage disabled children to be represented on school council and take part in	Ongoing	Class teachers	Disabled children participate in many areas of school life.

		school events such as assemblies.			
	Bullying or harassment of disabled children is monitored and dealt with effectively.	Monitoring procedures are established.	Ongoing	Headteacher	Elimination of any bullying of disabled children.
	To complete pupil voice + ensure that their needs and views are acted upon.	SENCo to complete pupil voice and parent review of provision for SEND pupils	Autumn Term 2021	SENCo	A greater understanding of the needs of pupils and the views and requirements of parents to improve provision for these pupils.
<b>Medium Term</b>	Disability is displayed positively in books, displays and events.	Books & display materials purchased to portray the positive achievements of disabled people.	Ongoing	SENCO	Disability is displayed positively in books, displays & events.
<b>Long Term</b>	To look for ways to enhance disabled pupils engagement.	SENCO and Head Teacher to highlight opportunities for pupils and parents, both inside and outside of school.	Ongoing	SENCO Head Teacher	Greater opportunities sign posted and made available to pupils.