Lilleshall Primary School

Accessibility Plan

Presented to Full Governing Body: Summer Term 2022

Reviewed Summer Term 2026

Review Date: Autumn Term 2027

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.	Ongoing	Administrator / Class teachers	All staff are aware of access issues.
		Ensure staff are aware of access issues concerning individuals.	Ongoing through staff and TA meetings	Headteacher / SENCO	
		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

		School remains in consultation with parents and carers to discuss issues of disability.	Continuous focus		future R&M works. School is aware, through consultation, of the needs of all users who consider themselves to be disabled.
Timeframe	**Targets**	**Strategies**	**Timescale**	**Responsibility**	**Success Criteria**
Short Term	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 and can access the school.
	3) Maintain signage and external access for visually impaired people.	Replace external light bulbs immediately if they blow.	Ongoing	Site Supervisor Site Supervisor	Those who are visually impaired 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.
Timeframe	**Targets**	**Strategies**	**Timescale**	**Responsibility**	**Success Criteria**
Medium Term	1) To review the needs of disabled pupils .	To ensure the changing needs of pupils are met and	Ongoing.	Headteacher	The changing needs of our disabled pupils will be met

		funding is secured to complete the work required. Ensure all contractors doing building work are to standards laid down by Telford and Wrekin.			effectively and in good time.
Short Term	Having reviewed the needs of pupils for the September intake 2022 An area to change pupils still in nappies is to be created. (May 2022)	To ensure there is a clearly designated area for changing pupil's nappies and that staff are appropriately trained to do so.	Ongoing	Headteacher	There are appropriate changing facilities for all pupils and staff are well prepared to support children.
Timeframe	**Targets**	**Strategies**	**Timescale**	**Responsibility**	**Success Criteria**
Long Term	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.	Ongoing	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.

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	Increase confidence of staff in adapting the curriculum to suit the specific needs of	Undertake audit of staff training needs and changing needs of pupils.	Ongoing	Headteacher / Curriculum co-ordinators	Training needs of staff are clearly understood. Adaptive teaching approaches are evident

	disabled children.				through monitoring.
	Ensure TAs have access to specific training on disability needs.	Identify TA training needs Manual handling Autism Awareness Training MAPA	Ongoing	SENCO	Raised confidence of staff in strategies to adapt work for disabled pupils.
	Ensure TAs are aware of, and able to use, SEND software and resources	Senco to keep staff updated/trained regarding new software.	Ongoing	SENCO	Wider use is made of SEND 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.	Ongoing	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.

Timeframe	**Targets**	**Strategies**	**Timescale**	**Responsibility**	**Success Criteria**

Medium Term	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 needs.	Include specific reference to disability equality in all curriculum reviews.	Ongoing	All curriculum co-ordinators	Increased awareness of the effect of disability needs in all curriculum areas.
Long Term	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
Short Term	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.
Medium Term	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.
Long Term	Children become more aware of their own learning styles and access needs.	Encourage children to express their access needs and explore preferred learning styles.	Ongoing	All teachers	Children able to articulate their access needs and understand their own learning styles.

		Pupil questionnaires and interviews.			

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

Timeframe	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	Disabled children fully participate in school life.	Encourage disabled children to be represented on school groups (School Council, JRSO's, ECO, E-Safety) and take part in school events such as assemblies.	Ongoing	Class teachers	Disabled children participate in many areas of school life.
	Bullying or harassment of disabled children is monitored and dealt with effectively.	Monitoring procedures are established. This will be recorded on CPOMs.	Ongoing	Headteacher	Bullying swiftly addressed.
	To complete pupil voice t ensure that their needs and views are acted upon.	SENCo to complete pupil voice and parent review of provision for SEND pupils	Ongoing annually	SENCo	A greater understanding of the needs of pupils and the views and requirements of parents to improve provision for these pupils.
Medium Term	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.
Long Term	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.