

Landscape Primary School Accessibility Plan 2023-2025

At Landscape we are committed to providing an accessible environment which values and includes all pupils, staff, parents, carers and visitors.

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. The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils.

This accessibility plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

This plan should be read in conjunction with our other school policies and procedures.

Schools' Planning Duty

Schools need to

- Carry out accessibility planning for pupils with a disability
- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school
- Prepare and publish an Equality Scheme to show how they will meet these duties.

The Accessibility Plan remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this plan and therefore, some items may roll forwards into subsequent plans. An accessibility audit (using the Direct Access Checklist) will be completed prior to the end of the plan to inform the review and update.

In accordance with the Act, the plan focuses on three 'key areas':

- To increase the extent to which pupils with a disability can participate in the school curriculum;
- To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability can access education and associated services;
- To improve the delivery of information to pupils, staff, parents/carers and other members of the school community with a disability.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented, reviewed and revised as necessary. An action plan is attached showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

The plan is to be reviewed and updated at least every three years.

Lanscore Primary School Accessibility Plan 2023-2025

Aims and objectives:

- To increase the extent to which pupils with a disability can participate in the school curriculum, including those with a hidden disability
- To improve and maintain access to the physical environment
- To improve access to written communication and information

The table below sets out how the school will work to achieve these aims

Area 1 ~ To increase the extent to which pupils with a disability can participate in the school curriculum					
Improving teaching and learning lies at the heart of the school's work. 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. It is a core aim of the school that all children are enabled to participate fully in the broader life of the school.					
<i>Targets</i>	<i>Actions</i>	<i>Who will be responsible</i>	<i>Success criteria</i>	<i>Cost</i>	<i>Timescale</i>
Continue to increase confidence of all staff in differentiating the curriculum with a focus on Quality First Teaching.	Training for staff on increasing access to the curriculum for all pupils.	HT & SENDCo	Raised staff confidence in strategies for differentiation. Needs of all learners met and increased access to the curriculum.	Staff training	Ongoing
Ensure that lessons provide equal opportunities for all pupils.	Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc.	HT & SENDCo	Lessons address a variety of learning styles and are differentiated appropriately. Activities and resources, where relevant, are adapted appropriately for differing needs, e.g. coloured paper for the visually impaired.	Staff training Time to produce resources	Monitoring termly ~ ongoing
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Strategic deployment of support staff/intervention teacher. Use of ICT, eg: Clicker. Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, overlays, pencil grips, chew/fiddle toys.	HT / SENDCo	There will be increased access to the Curriculum and the needs of all learners will be met adequately. Positive impact on pupil progress.	IT resources / equipment	As required
Ensure that adaptations to the curriculum meet the needs of individual learners.	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy Use of access arrangements for assessment/National tests	SENDCo/ Pastoral lead	Individual pupil's needs are met enabling positive outcomes for all.	S&L support Pastoral support	Ongoing

Ensure school visits are accessible to all children.	Ensure venues and means of transport are vetted for suitability. Risk assessments will be undertaken. Providers will comply with all legal requirements. Develop guidance on making trips accessible.	SENDCo/ TAs / Residential coordinator / Parents	All children are able to participate in school visits and take part in a range of activities.	Planning time TA time Transport	As required
Ensure that all children's needs are understood and met, as far as is reasonably possible.	Create access plans for individual children with a disability as part of the EHCP process.	SENDCO Class Teachers	Plans are in place for any pupils with a disability and all staff are aware of pupil's needs. Accessibility plan is updated accordingly.	Time Specialist support	As required
To enable all children to have access to the full range of activities and opportunities within school.	Out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils.	HT/ SENDCo / PE lead	Increased access to the extra-curricular activities for all pupils with SEND.	Any specialist equipment needed to allow a child to access a club	As required
To promote positive attitudes to disability and improve children's awareness of disabilities.	PSHE Curriculum / Assembly programme reviewed and widened to positively promote disability. Local disability groups joining in assemblies and visits to school. Representation of disabled people in books and teaching materials and the inclusion of disability issues in the curriculum.	PSHE subject Leader / All staff	Children have a greater understanding of disability issues.	Time Resources	Ongoing

Area 2 ~ To improve and maintain access to the physical environment

<i>Targets</i>	<i>Actions</i>	<i>Who will be responsible</i>	<i>Success criteria</i>	<i>Cost</i>	<i>Timeframe</i>
Continually review the physical access arrangements of the school building.	Create access plans for individual children with disabilities. Through questions, discussions and newsletters find out the needs of others.	Premises Manager / SENDCO	Everyone will be able to access the school building and grounds. The school will comply with DDA regulations.	Time Resources	Ongoing monitoring. Annual updates.
To ensure the efficient and effective maintenance of current modifications for disabled access.	Ensure that pathways are kept clear of vegetation. Awareness of flooring, furniture and layout.	Premises Manager/ SENDCo / Govs	School environment is appropriate for the needs of children within the school.	Updates and repairs	Ongoing

To ensure access into and around school and reception is fully compliant.	Designated disabled parking Wide doors and corridors Clear routes through school	Premises Manager / HT / Caretaker	School will be fully accessible for wheelchair users.	Maintenance costs	In place and ongoing
To maintain safe access for visually impaired people.	Improve hazard markings around the school to enable partially sighted users to identify hazards more easily. Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint. Trip hazards identified and addressed.	Premises Manager / HT / Caretaker	The site will be marked effectively to allow for those with visual impairment to be aware of potential hazards.	Cost of paint	Ongoing

Area 3 ~ To improve access to written communication and information					
<i>Targets</i>	<i>Actions</i>	<i>Who will be responsible</i>	<i>Success criteria</i>	<i>Cost</i>	<i>Timeframe</i>
To provide information that is accessible and easily understood by all.	All school information will be written in easily understood language.	Admin staff	Increased access to information for all school users.	Time	Ongoing
To engage with parents to identify accessibility needs.	Open communication with parents to identify any support required. Arrange to provide written material in alternative formats on request.	Admin staff SENDCO	School users with disabilities are able to obtain information about the school in alternative formats. Parents are aware that they can request letters, newsletters etc in different formats. Parents know that the staff within the front office will help and support them to complete forms when necessary.	Publication Costs Time	Ongoing
To ensure documents are accessible for pupils with visual impairment.	Seek and act on advice from sensory support advisor on individual pupil requirements. Use of magnifier where appropriate. Ensure large, clear font used in documentation.	SENDCo / Class teachers	All children will be able to access all school documentation.	Costs of magnifier or other specialist equipment.	As required