

White Laith Primary School



Accessibility Plan

Reviewed by:	Headteacher/Senco
Approved by:	Governors
Date:	February 2024
Review:	February 2027

Safeguarding

At White Laith we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at White Laith. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

We also exercise this responsibility by educating our children so that they grow in their understanding of their rights and responsibilities to themselves and others, in safety consciousness, and, in their maturity and abilities to keep themselves and others safe.

We perceive this to be part of our role in promoting British values

White Laith Primary School

3-year period covered by the plan: 2024-2027

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

White Laith Primary school is a mainstream school (including Nursery) for boys and girls age range 3 years to 11 years old. The school comprises of one school building and a separate before and after school club. There is disability access for all classrooms and main areas of the school apart from the two 1st floor KS2 classrooms.

The School's Aims

Working together to achieve an outstanding school community

Through commitment, determination and a willingness to embrace change we aim:

- To develop independent, effective learners who enjoy school
- To create a cohesive school community in which there is mutual understanding, trust and respect
- To empower the whole school community by raising confidence, self-esteem and self-belief
- Equip children with the attitudes, qualities, skills and understanding they need for success in our ever-changing, diverse world
- To bring about optimum achievement for every child
- To become an excellent school

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Our Aims are to provide:

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

Current good practice:

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

All entrances are either flat or ramped and have wide doors. Wheelchair access is available at all entrances from which all main areas of school are accessed. The lobby area is fully accessible for wheelchair users. There are disabled toilet facilities available fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs.

We consult with experts when new situations regarding pupils with disabilities are experienced.

White Laith Primary School Accessibility Plan 2021-2024

(1) Improving Participation In the Curriculum					
Priority	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT/Senco	<p>Termly meetings with parents/carers</p> <p>SEND review parents consultation meetings to review IPM x2 per year</p> <p>Senco available at parents evenings</p> <p>Annual review meetings with SENCO and termly ISAR reviews for funded children in Early Years</p> <p>Review meetings with school Speech & Language therapist (SALT)</p> <p>Open Door policy</p> <p>Individual meetings with parents before children start school to discuss additional needs/care plans etc. EYFS staff will visit other nurseries to share information with professionals as required</p>	Time allocated	In place and ongoing	Parents/carers fully informed about progress and engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	SLT/Senco	<p>Epipen training – updated when required</p> <p>Epilepsy training – updated when required</p> <p>Diabetes training – updated when required for staff working in a team where a child with diabetes is based</p> <p>Intimate care policy and trained staff</p> <p>Neurodiversity Hub training (Jan 2024) for all staff</p> <p>Training from SALT, SENIT (Inclusion Team), Educational Psychology Team, STARS (Autism), Sensory Support Team – requested when required</p> <p>Whole school Elklan training. Ongoing speech and language development work including development of language in Maths to support access and engagement for all</p> <p>Access to courses, CPD including dyslexia and ASD.</p> <p>Support/training for staff undertaken by SENCO on ongoing basis</p> <p>Online resources for CPD shared with staff</p> <p>Ongoing guidance from specialists sourced when required e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors (H&S team), school nurse.</p>	Training time TA time allocated	In place and ongoing: Regular visits from outside professionals in relation to specific individuals as required	Increased access to the curriculum Needs of all learners met Maintain records of staff trained

		<p>Drop-in sessions with SALT available on ongoing basis. Training plan identified for individual staff supporting identified pupils. Planned opportunities to meet with parents to identify support</p> <p>Mrs Turvey SENCO attends SENCO training sessions and cascades this training to all staff – with specific training as required for staff supporting particular individuals eg dyslexia, ASD</p>			
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	SLT/Senco	<p>Strategic deployment of support staff/intervention teacher</p> <p>Use of ICT e.g. voice activated text, clicker writer</p> <p>To support communication: Use of Makaton and Makaton app in Early Years, Colourful semantics app, PECs symbols for communication on individual strips, staff aprons, in provision to allow all staff to reinforce use and extend communication</p> <p>Purchase & allocate other resources as needed e.g. sloping boards, wobble cushions, reading rulers, coloured exercise books, pencil grips, adapted pens, chew/fiddle toys, Ensure specialist equipment (e.g. standing frame) is checked regularly and seek advice if needed</p> <p>Develop 'Inclusion Room' (Windermere) to provide access to sensory play more easily – additional SEN space for KS2 pupils. Windermere provision adapted and reviewed regularly in response to individual needs</p> <p>SEND areas developed in EYFS – sensory room and SEND area.</p> <p>Use of Safe-Space as part of individual pupils IBP and as sensory space</p>	<p>Specific apps to support learning on ipads</p> <p>Other resources as required</p> <p>Sensory toys, weighted blankets etc.</p>	In place and ongoing	<p>Positive impact on pupil progress</p> <p>Barriers to learning are removed by use of apps such as voice recognition</p> <p>Maximise use of space – identify purpose, resources, timetable etc</p> <p>Identify pupils who require access to provision and timetable to make best use of space and adult support.</p>
Adaptations to the curriculum to meet the needs of individual learners	SLT/Senco	IPM – Individual Provision Map for children on SEN Register developed and updated twice yearly including	Speech therapist (SALT)	In place and ongoing	Needs of all learners met enabling positive outcomes

		<p>pupil and parent contributions and with input from SENCO where required</p> <p>Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Individual Support Plans written by SENCO, B squared SEN planning and assessment tool, Autism assessment framework Speech & Language therapy programmes Use of access arrangements for assessments/national test</p> <p>Visual timetables in place in all classes – individualised visual timetables for some pupils</p> <p>Ensure ongoing use of KAGAN approaches to support group/team work</p> <p>Ensure ongoing use of ELKLAN approaches to support and include pupils with S&L difficulties</p>	OT, SENIT, Early Years team as and when required		
Improve educational experiences for visually impaired pupils	SLT/Senco	<p>Not a current identified need but advice will be sought if required Eg. Consult Sensory Support Team Use of magnifiers/Braille keyboards/enlarged reading materials etc as required based on identified needs</p>	Cost of equipment	Not a current identified need but advice will be sought if required	If required suitable resources will be in place in school eg Teaching aids, white boards etc more easily seen and learning experiences of pupils are enhanced
Improve educational experiences for hearing impaired pupils	SLT/Senco	<p>Not a current identified need but advice will be sought if required Daily maintenance and use of radio aids when required Consider hearing loop/sound systems if recommended Consult Hearing Impairment Team</p>	Installation of equipment	Not a current identified need but advice will be sought if required regular visits from sensory support team	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced
Improve educational experiences for physically impaired pupils	SLT/Senco	<p>Regular meeting with specific OT Exercise programme in place and staff allocated and/or strategies adopted to encourage physical movement as discussed with OT</p>	Access to specific equipment – walking frames etc.	In place and ongoing	Staff confident to encourage and extend movement with/without walking aids

All 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	SLT/Senco/ Staff leading clubs	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND
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(2) Improving Physical Environment

Priority	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Provision of wheelchair accessible toilets	HT / BM	Maintain wheelchair accessible toilets with clinical waste bins	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Access into and around school and reception to be fully compliant	HT / BM	Designated disabled parking Wide doors and corridors Clear route through school	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users (downstairs area)
Improvements to help the visually impaired	HT / BM	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed, with support from the Sensory team where appropriate	Maintenance costs	In place and ongoing maintenance	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Improvements to help the hearing impaired	HT / BM	Install hearing loop/soundfield when necessary Alarm linked to fire alarms	Cost of equipment and installation	If required in the future	Learning experiences of pupils with hearing difficulties enhanced
Improve signage to indicate access routes around school	HT / BM	Signs indicate disabled parking bay	Cost of signs	In required in the future	Disabled people aware of wheelchair access
Maintain safe access around exterior of school	JB / Bedfords	Ensure that pathways are kept clear of vegetation	Ground maintenance contract	In place and ongoing	People with disabilities can move unhindered along exterior pathways
Maintain safe access around interior of school	HT / BM	Ensure school is tidy and clutter-free. Corridors and main routes through school are clear		In place and ongoing	People with disabilities can move safely around the school

(3) Improve The Delivery Of Written Information

Availability of written materials in alternative formats	Office/SLT/ SENCO	Monthly news letter emailed to parents/carers Improve availability of information for parents – display appropriate leaflets for parents to collect Key content published on the school website Dojo used to communicate with all parents – translation tools can be used by parents Provided translated documents where appropriate	Contact details and cost of translation or adaptation	In place & ongoing	All parents/carers will be up to date and well informed of school information
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<p>Ensure documents are accessible for pupils with visual impairment</p>	<p>Teachers / SENCO</p>	<p>Not a current identified need but advice will be sought if required Seek and act upon advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font is used on documentation</p>	<p>Loan/purchase costs of magnifier or other specialist equipment</p>	<p>Not a current identified need but advice will be sought if required</p>	<p>Pupils able to access all school documentation</p>
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