



Lord Street Primary School

Accessibility Plan 2021 -2022

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School Vision and Ethos

Community, Ownership, Respect, Excellence

Lord Street Primary School strives to provide a vibrant, nurturing and aspiring environment where individually our children can thrive both academically and personally. An educational family whereby children's imaginations are ignited and opportunities stretch, develop and inspire a life-long thirst for learning.

Aims

At Lord Street, we endeavour to provide this by:

- Ensuring a safe learning environment
- Providing a high-quality, broad and balanced and knowledge rich curriculum
- Upholding outstanding standards of behaviour
- Providing a family-feel nurturing and caring environment
- Develop self-belief, resilience and determination to succeed
- Creating opportunities for all abilities to try new things and make discoveries
- Embracing new technology
- Promoting logical and creative thinking skills
- Encouraging independence, democracy and responsibility
- Promoting curiosity and enthusiasm
- Encouraging mutual respect for others
- Working with and learning from others

All of this is achieved while working in collaboration to fully develop strong and positive partnerships with parents and the wider community.

Introduction

At Lord Street Primary School we are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

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 students, under Part 4 of the DDA:

- not to treat disabled students less favourably for a reason related to their disability, either actual, perception of the disability or by association;
- to make reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.
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In 2005 the DDA brought in a duty on all public authorities to promote disability equality, this includes schools and local authorities.

At Lord Street Primary School we have a general duty to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination;
- eliminate harassment related to a disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

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

The Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as:

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

Key Objective

To reduce and eliminate barriers to accessing the curriculum and so lead to full participation in the school community for students, prospective students, staff and visitors with a disability.

Our Aims

The school plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Ensure access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to 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 the Disability Discrimination Act. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to 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 time frame.

Action Plan

Attached are three audits of current provision relating to these three key areas of accessibility that are highlighted above. Note that these plans also have an action required section with future planned action detailed.

Information about our Accessibility Plan will be published on the school website and copies made available to parents on request.

The future planned action work will be overseen and co-ordinated by the governors' premises subcommittee, the curriculum sub-committee, and by the head teacher.

Evaluation of the progress of the plan will be made by the full governing body through an annual report by the relevant sub-committees.

The advice and support of the Local Authority will be sought in implementing the plan and in the development of any capital related work at Lord Street Primary School.

The Plan will be monitored by Ofsted as part of their inspection cycle.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality Policy. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The School's complaints procedure covers the Accessibility Plan.

Action	Lead Responsible	Identified budget and any other resources	Identified target date	Success Criteria
Generic Action Points				
1. Teacher's planning will provide opportunities for all pupils to take part and achieve.	SLT	Time	Ongoing	All children will have access to a curriculum in which they can take part, achieve, reach their full potential and enjoy. Plans identify vulnerable groups of children with specific provision clear to meet needs of all pupils.
2. Tracking analysis identifies groups and monitors progress for parity with school averages	HW LC HB	Time	Termly	All children make appropriate progress. Evidence of 'closing the gap' in attainment and progress.
3. Monitor attendance data to ensure that trends do not indicate any group is attending less than any other.	CRB Admin LGB	Time	Termly	All children will regularly attend school and be on time and parents/carers treated equally and fairly when challenged.
4. Monitor rewards given to ensure that there is equality of opportunity for all children	HB CP		Termly	All children will have equal opportunities to attain rewards for behaviour and performance
5. Monitor sanctions given to ensure that there is equality of opportunity for all children.	HW HB		Termly	Staff use sanctions appropriately as outlined in our Behaviour policy and no group is adversely targeted.
6. Monitor staff recruitment and retention procedures to ensure equality of opportunity for all	HW KDO LGB		Annually	All applicants have an equal opportunity regarding employment into the school
7. Monitor promotion procedures to ensure equality of opportunity for all	HW LGB		Annually	All applicants have an equal opportunity regarding promotion within the school

8. Monitor staff disciplinary, grievance and competency procedures to ensure an equal process for all	HW LGB		Annually	All staff receive an equal process regarding sanctions within the school
9. Monitor staff exit surveys to ascertain any equal opportunities issues	HW LGB		Termly	Any equal opportunities issues will be identified and addressed appropriately
Disability Action Points				
1. Access needs when joining school and how they would like to receive information	HW HB CRB		When Applicable	Visit organised prior to joining to ensure needs can be met. Supporting Pupils with Medical Needs Policy adhered to.
2. Consider all adult needs individually e.g. poor eyesight, poor literacy skills and respond appropriately.	HW HB CRB		Ongoing	Parents with individual needs are sensitively assisted and met
3. Continue liaison with feeder schools/pre -schools	LC HB		Liaison meetings ongoing IPA meeting for children at point of transition	Staff have knowledge about every child's individual needs before start date. Appropriate, differentiated provision offered where appropriate.
4. List of children who have special dietary needs.	SLT Class Teachers Admin		Termly	Children with special dietary needs enjoy eating school food
5. List of children who have special medical or toileting needs.	HB Class Teachers		Ongoing	Children with medical or toileting needs have provision in place so that
6. Ensure that all school visits are made accessible to all pupils.	All Staff LGB		Ongoing	All children will be able to access all Educational visits.
7. Provide information about the school site and facilities available	HW SLT Admin		Ongoing	Visitors can access information via websites or through any communication with school.
8. Maintain safe access for visually impaired people	HW RL		Ongoing	Physical accessibility of the internal school building for

	KH			pupils, staff or visitors with wheelchair use or a mobility impairment.
9. Ensure all disabled people can be safely evacuated in the event of an emergency	HW RL KH	Time Advisory Teachers Updated PEEPS and Evacuation Plans shared with staff on a regular basis	Ongoing	a) Ensure there is a personal emergency evacuation plan (PEEP) for all disabled pupils. b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the emergency evacuation procedures and individual PEEPS.
10. Ensure pupils with hearing impediments can access learning fully	HW SLT Class teachers	Advisory Teachers	Ongoing	Take advice on appropriate equipment and install a hearing loop if this becomes necessary
11. Ensure the changing facilities for children with toileting issues are well kept and appropriate.	HW RL KH Class Teachers	School Nurse Advice	Daily	Children with these needs are given the right environment for intimate care to take place.
Gender Action Points				
1. Challenge stereotyping of gender roles in society	All Staff		Ongoing	Children aware that roles in society are not gender specific
2. Adult language to challenge gender stereotypes	All Staff		Ongoing	Formal and informal staff conversations show respect for equal gender opportunities
3. Equal opportunities in the curriculum for boy/girl participation	All Staff		Ongoing	Boys and girls equally engaged in a range of activities
4. Out of school activities to promote idea that anyone can participate regardless of gender	All Staff		Ongoing	A range of activities which are equally appealing to boys and girls
Race Action Points				

1.Ensure that we ask for all child/parent/carer/staff language needs when joining school and how they would like to receive information	HW RL CC		When applicable	Language needs of all attending, working and visiting will be met.
2. Staff aware of racial incidents forms	All Staff		Ongoing	Racial incidents successfully identified, recorded and acted upon.
3. Monitor curriculum to ensure resources chosen to celebrate cultural diversity	SLT Class Teachers		Termly	All subjects have intercultural elements
4. Raise awareness of cultural diversity through visits and visitors as appropriate	SLT Class Teachers		Ongoing	Children have a balance of experiences which reflect the diversity of our society
Other Equality Issues				
1. Create opportunities for children in the school to share their faiths and beliefs at an appropriate level	SLT Class Teachers		Ongoing	Children understand that children have different faiths and beliefs and this diversity is celebrated at Lord Street Primary School
2. Build in opportunities to explore practices and celebration of different faiths and cultures	Subject Leaders		Ongoing	Children can talk about relevant key festivals and practices of different faiths and cultures
3. Monitor curriculum to ensure resources chosen to celebrate different lifestyles.	SLT		Ongoing	Curriculum and classroom opportunities value children with different lifestyles