

# Lightcliffe CE (VA) Primary School

## Accessibility Plan

Adopted: September 2015

Review date:

### **Definition of special educational needs**

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.
- Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Definition of special educational provision**

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Lightcliffe CE (VA) Primary School has adopted this accessibility plan in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our special educational needs policy for an outline of our full provision to support pupils with SEND.

### **Contextual Information**

Lightcliffe Primary School has been in its current location since 1869.

From 1906 until shortly after the 1944 Education Act, the school accommodated children aged between five and up to fourteen years of age. Following that act it became a primary school for children aged four to eleven on 4 September 1944.

There have been five major phases of extensions to the school. The first was in 1966 when the Foundation Building was modified and corridors, indoor toilets, cloakrooms, storerooms, new headteacher's and staff rooms were added; in 1973 when a new hall and classroom block was built; in 1984 when three further classrooms, extra administrative areas and a large kitchen were added. Following the closure of Hipperholme C.E. Infant's School in 1990 two classrooms and adjacent activity areas specially designed for reception age children were added and other areas upgraded. By June 2011 the Caretaker's Residence had been remodelled into our new 'Lister Wing', comprising of a modern library, a remodelled computer suite, a small teaching kitchen and two small-group teaching rooms. Smaller additions and modifications have included an extra working area in 1977, added by the parents/friends group, the Building Fund Committee (Now the 'PFSA'- Parents, Friends & Staff Association) and a new entrance with administration office in 1995.

The school has fifteen classrooms, a learning resource library, three shared areas, wet areas, a large hall/gymnasium, three offices for the administrative staff, the headteacher and a staffroom. The large kitchen provides a wide variety of meals which are served in the hall.

The grounds are extensive. To the north there is a two acre field, which provides facilities for football, rounders, athletics etc as well as being a general play area during the better weather. To the north west of the field a nature reserve has been created with the planting of some 50 indigenous trees. In addition there is a large outdoor play structure and a low level trim trail purchased using money raised by parents. There are generous hard play areas, one designated as a quiet area, with seats and shrubs. An outside classroom with a large horse-shoe seat and teacher's chair was constructed in 2010.

The southern area to the front of the Foundation Building contains lawns and a large number of mature trees.

There are two disabled access toilets within the school, one at either end of the building.

At present we have no wheelchair dependent pupils, parents or members of staff.

## Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities.

## Increasing access for disabled pupils to 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 value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Timing	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access .  Assign CPD for dyslexia, differentiation and recording methods .  Online learning modules as required.	On-going and as required	HT/SMT	Raised staff confidence in strategies for differentiation and pupil progress for SEND in line with non-SEND children.
Ensure classroom support staff have specific training on disability issues	Through Performance Reviews monitor training needs. SENCo regular meetings with Support Staff.  SENCo provide training.	Annual Reviews, Termly meetings	HT, SMT. SENCo	Pupils with disabilities supported appropriately and making progress in line with other pupils.
Ensure all staff are aware of disabled children's curriculum access	Individual access plans for disabled pupils written by HT and SENCo when required  Information sharing with all agencies involved with child	When highlighted in IHCP, IMP or IANP.	HT, Class teacher, SENCo	Child's access to the curriculum is in line with other pupils and progress is in line with other pupils.
Use IT software to support learning .	Purchase, install and make hardware/software available to pupils as needed.	When highlighted in IHCP, IMP or IANP.	HT, IT coordinator, SENCo, Class teacher.	Pupils progress is in line with other pupils.

All educational visits to be accessible to all	Ensure all Educational Visits are risk assessed and there is appropriate access for all pupils.	For each visit.	Lead teacher on visit.	All pupil's can participate in all visits.
Ensure PE curriculum is accessible to all	All PE planning to be risk assessed and modified as appropriate for SEND pupils.  Research and plan for SEND pupils.	As highlighted on IHCP, IMP or IANP.	PE Lead, SENCo, class teacher.	All pupil's can participate in all PE lessons.

### Improving access to the physical environment of the school

Lightcliffe School can accommodate children and adults with a range of disabilities and will ensure that those with access needs will be placed in classrooms that are appropriate to their needs. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Timing	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP process, when required.	As required	HT, SMT	SEND pupils can access learning environments as others do and make progress in line with other groups.
	Be aware of staff, governors and parents access needs and meet as appropriate .	Induction and on-going.		All staff and governors feel confident their needs are met.
	Through questions and discussions find out the access needs of parents/carers through questionnaire .	Annually		Parents have full access to all school activities .
	Consider access needs during recruitment process.	At the time of recruitment		Successful recruitment of best staff.
Layout of school to allow access for all pupils to all necessary areas for learning.	Plan for the needs of disabled pupils, parents/carers or visitors when considering any redesign.	At times of building works.	Governors, HT, architects.	Improvements make the building accessible to all.

Ensure signage and external access for visually impaired people meets current standards.	Review current signage, including fire safety, information sign, step markings and ensure school meets current regulations.	Annual check	Premises Supervisor, HT	All pupils and visitors can
Ensure all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties  Develop a system to ensure all staff are aware of their responsibilities.	As required  Each September	Premises Supervisor, HT	All pupils and personnel evacuate safely in case of fire emergency.
All fire escape routes are suitable for all.	Make sure all areas of school can have wheelchair access  Egress routes visual check	As required	Premises Supervisor, HT	All pupils and personnel evacuate safely in case of fire emergency
Ensure accessibility of access to IT equipment .	Alternative equipment in place to ensure access to all hardware including hall .	As required	IT Lead, HT	Children/adults can use and access equipment as needed.

### **Improving the delivery of written information to disabled pupils**

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's IT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Timing	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English	During induction	SBM	All parents receive information in a form that they can access
	School office will support and help parents to access information and complete school forms	On-going	SBM	
	Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Current	SBM/HT	All parents understand what are the headlines of the school information

Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment.	As required	SBM	Clear communication.
Ensure all staff are aware of guidance on accessible formats.	Guidance to staff on dyslexia and accessible information.	On going.	HT, SENCo	Staff produce their own accessible information
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	By end of 2015	HT	Signage accessed by parents.
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information.	Ensure website is fully compliant with requirement for access by person with visual impairment.  Ensure Prospectus is available via the school website.	By end of 2015	HT, SBM	All can access information about the school.

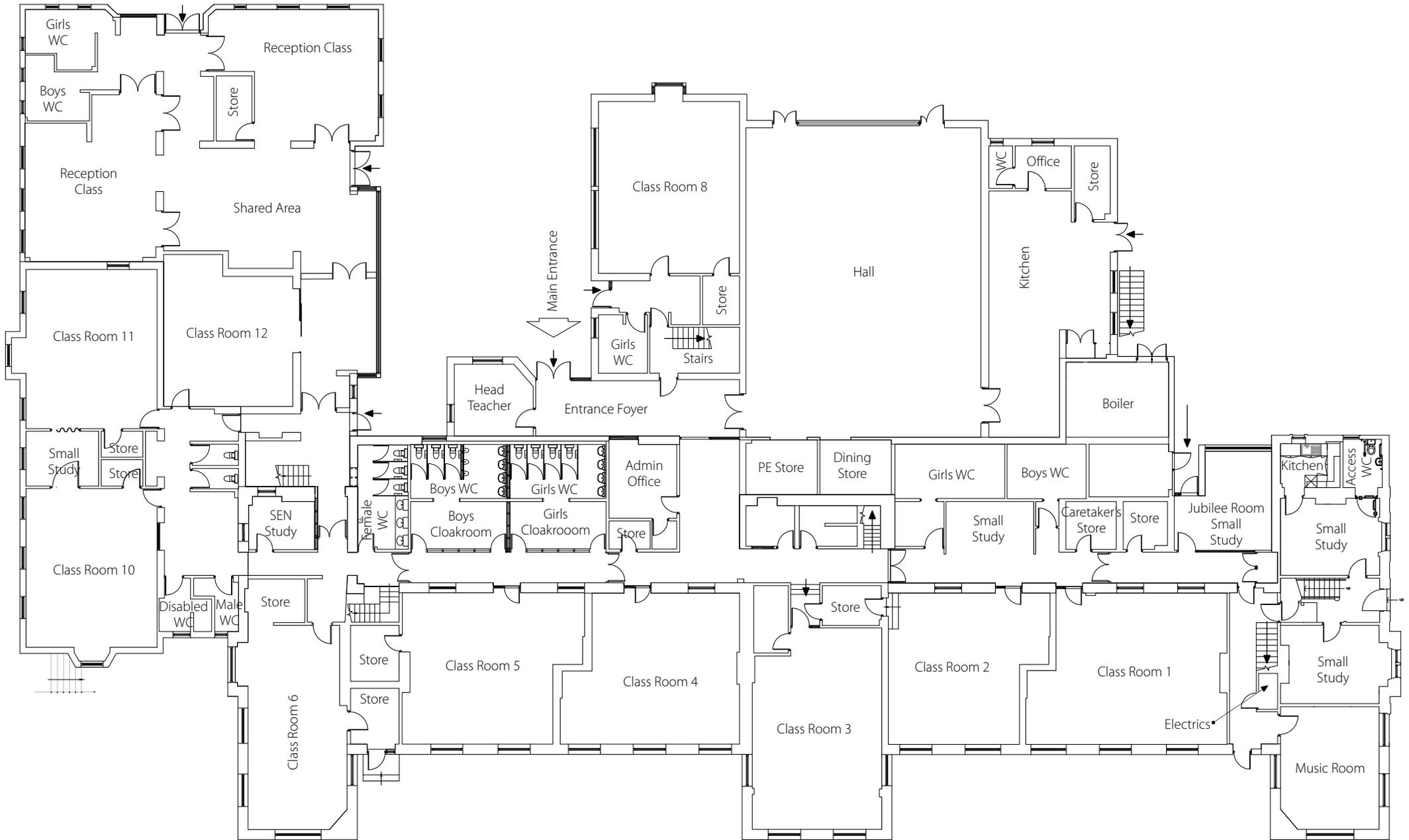
This accessibility plan and the outcomes will be evaluated every three years to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

---

Signed by

_____	Governor	Date: .....
_____	Headteacher	Date: .....
_____	SENCO	Date: .....

This policy will be reviewed every three years



Lightcliffe CE (VA) Primary School  
 Ground Floor Plan as September 2012

