

Lavington Park Federation

Accessibility Plan



Reviewed by

Jane Landstrom and Helen Martin (Head teacher)
December 2017

Signature

Approved by

Finance & Premises Committee, January 2018

Next Review

December 2020

Lavington Park Federation

Graffham CE Infant and Duncton CE Junior Schools

Accessibility plan

Supporting all children in our schools lies at the heart of this policy. Our Christian values underpin all actions for children and families.

Our Christian values are:

Kindness
Respect
Hope
Responsibility
Friendship

Our Learning Values also play a vital role in supporting children in knowing that they have a role in their personalised curriculum.

Our learning values are:

confidence
collaboration
communication
creativity
curiosity
craftsmanship
commitment

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school supports children and families that have mental health issues and need support with their emotional wellbeing.

The school supports any available partnerships to develop and implement the plan, this includes working in partnership with our Federated Schools, Graffham Infant and Duncton Juniors.

Our school's Complaints policy covers the accessibility plan. If you have any concerns relating to accessibility in school, this policy sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, governors and staff.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake 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 definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

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 can include, for example, the provision of an auxiliary aid or adjustments to premises.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Finance and Premises Committee of the Governing Body. Chair of Finance and Premises, Andrew Hayes, takes specific responsibility for this document.

Our termly Health and Safety walk with the Chair of Finance and Premises will ensure that these areas of the school (step free access, accessible toilets etc) are kept in a good condition and any problems are dealt with in a timely manner and do not impede the experience of the child in school.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessments and Health and Safety walks around the school
- Health and Safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) information report
- Medicines in Schools policy
- Intimate Care policy.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs</p>	<p>Our curriculum is child centered at both schools and has a focus on the curiosity of the child. When a child with a disability comes to the school, the curriculum will be created to suit their personalised needs and EHCP targets.</p>	<p>Resources, lessons, tasks and activities will all be structured to support learning. The classroom learning environment will also be structured to support learning for a personalised curriculum.</p>	<p>Class teachers</p>	<p>This personal curriculum will be created before and during the time that we are working with the child.</p>	<p>The curriculum will support the learning needs of the child and enable the child to meet their personal potential and flourish in school.</p>

	of all pupils.					
Improve and maintain access to the physical environment	<p>The environment in both schools is / will be adapted to the needs of pupils as required.</p> <p>This may include</p> <ul style="list-style-type: none"> • Ramps • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>The school environment would need to be altered according to the individual needs of the child.</p>				
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. When a requirement/need is identified, we will alter this provision. At the time of writing this includes:</p> <ul style="list-style-type: none"> • Pictorial or symbolic representations 	<p>The communication methods would need to be personalised according to the needs of the child and their EHCP.</p>				

Appendix 1: Accessibility audit

1.1 Graffham Infant School

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	We have two storeys in the school but the upstairs is never used by children.			
Corridor access	There are a number of steps in the main corridor to the classrooms from the hall.			
Lifts	We have no lifts in the school.			
Parking bays	There is an accessible parking bay in the school car park which is always left accessible for parents or visitors.			
Entrances	We have a ramped access and a stepped access to the			

	<p>main school entrance. We have a ramped entrance to the breakfast club access to the school hall. We have a ramped access to both classrooms from the playground.</p>			
Ramps	<p>We have a ramped access and a stepped access to the main school entrance. We have a ramped entrance to the breakfast club access to the school hall. We have a ramped access to both classrooms from the playground.</p>			
Toilets	<p>We have children's toilets that are accessible from the playground without any steps. We have an accessible toilet accessible from outside and the school hall. We have a changing facility available in the Nursery which is accessible from a step free access.</p>			
Reception area	<p>We have a ramped access and a stepped access to the</p>			

	main school entrance.			
Internal signage	We have fire exit internal signage in picture forms for all fire exits.	Ensure that all classrooms have signs on their doors to show their name.	School Business Manager	Summer 2018
Emergency escape routes	We have fire exit internal signage in picture forms for all fire exits.			

1.2 Duncton Junior School

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	We have only the ground floor and one storey.			
Corridor access	The classrooms all come off the main hall area so there are no steps to access any classrooms or toilets.			

Lifts	We have no lifts in the school.			
Parking bays	There is an accessible parking bay in the school car park which is always left accessible for parents or visitors.			
Entrances	The main entrance is step free from the front of the school. There is one small step into each classroom from outside.	Consider making a step free access to each classroom when other alterations are made to the school.	School Business Manager	Summer 2018
Ramps	We have no ramps at the school currently as have step free access.			
Toilets	All of our toilets are available for children with step free access within the school; we have one accessible toilet.			
Reception area	We have a step free access to the Reception area of the school.			

Internal signage	We have fire exit internal signage in picture forms for all fire exits.	Ensure that all classrooms have signs on their doors to show name their classrooms.	School Business Manager	Summer 2018
Emergency escape routes	We have fire exit internal signage in picture forms for all fire exits.			