

# Accessibility Plan

LANTERN LANE PRIMARY & NURSERY SCHOOL



<b>Approved by:</b>	Finance, Pupils & Resources Committee	<b>Date:</b> March 2021
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<b>Last reviewed on:</b>	22/2/21
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## 1. 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.

At Lantern Lane, we welcome everyone in our school community and celebrate all that they have to offer. We understand that diversity makes our community stronger and helps us achieve our full potential - in our school, people are proud of their differences because they are what makes everyone unique. We recognise the effect of our actions on others and how these can nurture healthy minds and bodies.

Having confidence in their decisions, children are supported to recognise when others are not being treated appropriately and empowered to seek help. They embrace the school's CARE values and understand that these should be applied in all aspects of school life:

### Our Rules

At Lantern Lane we will **C.A.R.E** for everyone and everything.

#### **C**onfidence:

- We will work hard and always have a go
- We will share our opinions and have our say
- We will try new things
- We will stand up for what we believe in and stand out from the crowd

#### **A**chievement:

- We will always aim to meet our targets
- We will celebrate all our successes
- We will recognise people's achievements in different ways

#### **R**espect:

- We will be kind, courteous and considerate to everyone
- We will respect our school and keep it tidy
- We will respect decisions made fairly
- We will demonstrate respect for authority and for the rules of our school and our community
- We will be tolerant of other beliefs and ways of life and try to see things from other people's point of view

## Enthusiasm:

- We will come into school with a positive attitude and be ready to learn
- We will have another go if things don't go right first time
- We will give our best effort to every task
- We will be in the right place, at the right time

Embracing these values, we can provide a safe, caring and friendly environment for all our pupils, helping them to learn the skills that will ensure they thrive in later life.

We expect pupils to keep themselves and everyone else safe: to do this, they need to understand the issues relating to all forms of bullying and feel confident to seek support from school if needed. Keeping everyone safe & happy is the responsibility of all.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

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's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

## 3. Action plan

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

(See attached Plan below)

#### **4. Monitoring arrangements**

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

It will be approved by Finance, Pupils & Resources Committee

#### **5. Links with other policies**

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## ACTION PLAN

AIM	CURRENT GOOD PRACTICE Include established practice and practice under development	OBJECTIVES State short, medium and long term objectives	ACTION TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> </ul>	<p>To develop use of B Squared across school, to ensure a consistent approach to assessment, (including moderation)</p> <p>To ensure curriculum resources include examples of</p>	<ul style="list-style-type: none"> <li>• NT and SEND TAs to meet with Claire Horn for initial training session.</li> <li>• Arrange further sessions to review use of B squared to support specific children.</li> <li>• TAs to work together to moderate judgements</li> <li>• Review English long term plan to ensure a range of texts covering inclusion are being used</li> </ul>	<p>NT</p> <p>NT</p> <p>NT</p> <p>NT/CN</p>	<p>March 21</p> <p>July 21</p> <p>On-going</p> <p>Jan 22</p>	<p>All pupils that have been identified to be tracked using B'squared (progression steps) will have their progress measured accurately and consistently, across their time in school.</p> <p>All pupils in school will see themselves reflected in the texts they read.</p>



	<ul style="list-style-type: none"> <li>• All extra-curricular activities and trips are planned so that they are accessible for all children</li> </ul>	<p>To ensure that all children have their sensory needs met, in order to support them to access the curriculum to the best of their ability.</p>	<ul style="list-style-type: none"> <li>• To work with Neil Oldbury to produce a list of apps/programmes to support learners with a disability.</li> <li>• To train 2 members of staff to be able to run a fun fit intervention.</li> <li>• To further investigate the use of sensory circuits in school, disseminating relevant info to staff.</li> <li>• To resource sensory circuits.</li> <li>• To ensure year group sensory boxes are fully resourced.</li> </ul>	<p>NT</p> <p>NT</p> <p>NT</p> <p>NT</p> <p>NT/ SEN TAs</p>	<p>Sept 22</p> <p>Dec 21</p> <p>Dec 21</p> <p>April 22</p> <p>On-going</p>	<p>All learners will have access to the most appropriate and up to date ways of learning.</p> <p>All staff will have an understanding of how the behaviour being displayed reflects a child's sensory needs. Children will have their sensory needs identified and appropriate provision will be planned.</p>
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			<ul style="list-style-type: none"> <li>• To explore the development of a sensory garden.</li> <li>• To deliver staff training on creating and using sensory profiles.</li> </ul>	NT/ST  NT	Dec 21  Jan 22	
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• A clear corridor policy to allow wheel-chair access</li> <li>• The addition of classroom doors which have helped provide a quieter working environment, and have reduced the number of incidents of children leaving the room.</li> </ul>	To build a sensory room/space in the annex.	<ul style="list-style-type: none"> <li>• To refer children who would benefit from such an area to PDSS</li> <li>• To work with Keith Ball (PDSS) to explore design options.</li> <li>• To oversee the building of appropriate room/building</li> <li>• To determine use of room/space</li> </ul>	NT  NT/JB  Keith Ball/ JB  NT/JB	March 21  April 21  Jan 22  March 22	All children with identified sensory needs will have a space appropriate for specific sensory provision.

	<ul style="list-style-type: none"> <li>• The creation of safe spaces for children that need a quieter environment to 'calm' down or a sensory break.</li> </ul>					
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Radio aids</li> <li>• Pictorial or symbolic representations</li> <li>• Regular deaf awareness training</li> <li>• Use of signing to support spoken word</li> </ul> <p>SEND provision in school is good.</p>	To support children's mental health.	<ul style="list-style-type: none"> <li>• To write a Mental Health policy</li> <li>• To continue to ensure promoting positive mental health is a high priority in school.</li> <li>• To develop the role of a well-being mentor.</li> <li>• To include key actions on SIP 21-22</li> <li>• Clear signposting will be available for parents on the school website</li> </ul>	NT NT NT NT	March 21  On-going  Sept21  Sept 21  July 21	All staff and children will understand the importance of looking after their own mental health. Clear procedures will in place for anyone suffering from poor mental health.

	<p>Provision includes the following:</p> <ul style="list-style-type: none"> <li>• SEND register is kept up to date, with info being shared between SENCO and teaching staff</li> <li>• Termly reviews are held with parents and external agencies.</li> <li>• SEND pupils have a provision map that outlines the support in place for them.</li> <li>• Progress of pupils is tracked.</li> </ul>	<p>To further explore the use of radio aids in school</p>	<ul style="list-style-type: none"> <li>• To work with SFSS hearing impairment team to ensure all children benefitting from a radio aid are correctly identified.</li> <li>• To ensure all staff are appropriately trained.</li> <li>• To trial use of radio aids to support a child with an auditory processing disorder.</li> </ul>	<p>NT</p> <p>NT</p> <p>NT</p>	<p>On-going</p> <p>On-going</p> <p>July 21</p>	
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