



Littleham C of E Primary school Accessibility Plan

At Littleham C of E Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote a Christian ethos of the Core Christian Values where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is 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 of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Littleham Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's/carer's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's/carer's and child's right to confidentiality.

The Littleham Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents/carers 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 timeframe.

The Littleham Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through FGB with the premises governor leading this area.

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

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Target	Actions	Timescale	Responsibility	Outcomes
All building work has considered Devon Accessibility guidance.	Share Devon Accessibility toolkit with relevant personnel and contractors	Ongoing	FGB Executive Headteacher	Summer '20 Toilet refurb works included disabled washroom facilities and platform list installment
School staff to have awareness and understanding of the needs of specific SEND children.	Gain and take action on reports provided by OT and Physio.	Termly SEND Teacher/parent/carers meetings	SENDCo and all staff.	
Review information to parents/carers to ensure accessibility.	Ask parents /carers about their access needs. All letters checked by Executive HT to ensure clarity and plain English. If needed and requested provide information in other formats Ensure understanding of information given to families where English is an additional language.	Ongoing	Executive Headteacher Admin staff	

Children become aware of their own learning and access needs.	Encourage the children to express their learning styles and relate to the Positive Mindset learning behaviours. Use the inside and outside learning environments to access the curriculum	Ongoing	All teaching staff	Summer 2019 Auditory Project installation – to allow pupils to monitor background noise levels in classroom
Ensure all school trips and residential are accessible to all	Carry out risk assessments Consider staffing Pre-visited sites	As trips happen including residential	All teaching staff	
Ensure curriculum areas are accessible for all	Consider resources. Differentiated work appropriately Support given where needed. Provision maps to show intervention	Ongoing and specific review with OT November 2022	All teaching staff	Summer 2020 Improvements to ramped areas around the school to allow wheelchair access to main door, over door thresholds and to EYFS outdoor classroom areas
Review staff access needs	Consider referral to IMASS if required	When required	Executive Headteacher	
Support all teachers to be successful teachers of pupils with SEND	SENDCo to support the HoL in each PPM and provide coaching	Ongoing	SENDCos, HoL, Class teachers	Children with SEND will make expected or more progress in tline with their individual starting points (My Plan and EHCP targets) and against

<p>Establish classrooms to deliver same day intervention and calm space for regulation breaks – support pupils to become self regulators</p> <p>Ensure all pupils with disabilities or with a particular SEND are able to exit the building safely.</p> <p>Develop a universally inclusive environment and communication friendly school environment</p>	<p>Classrooms to have regulation station Sensory toolkits for each class Zones of regulation</p> <p>Continue to review PEEPs and share with staff Key staff to know their responsibilities for supporting those children Fire escape routes to remain clear</p> <p>Promote and implement consistent use of visual support to communicate routines, schedules and spaces</p> <p>Promote signing in school environment</p>	<p>Set up Autumn '21 Ongoing</p> <p>Ongoing</p> <p>Audit and set up routines Autumn '21</p> <p>Ongoing</p>	<p>SENDCos to set up, HoL, Teachers and TAs</p> <p>SENDCos Teachers and TAs Caretaker All school staff</p> <p>SENDCos Pastoral Worker All Teachers and TAs</p>	<p>national progress data.</p> <p>Pupils will be able to individually access spaces and resources in order to self regulate.</p> <p>Pupils will have more opportunity to communicate effectively with staff and peers. Pupils with SEND are able to navigate and participate in the school environment fully and effectively.</p>
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