

**LEYS FARM JUNIOR SCHOOL
SCHOOL ACCESSIBILITY PLAN
May 2021**

Introduction

Schools' duties around accessibility for disabled people

Schools and Local Authorities (LAs) need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010**. Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

Leys Farm Junior School already provides for the additional needs of disabled pupils who have special educational needs (SEN-D). One of our duties is to plan to increase over time the accessibility of school for disabled pupils, staff and visitors. A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on their ability to carry out normal day-to-day activities.

Our accessibility plan information will be included in our School Improvement Plan. Leys Farm Junior School (LFJS) will publish information about our accessibility plan on our website and in the annual report to parents and governors within our SEN-D information.

As a school we will work alongside the Local Authority in order to:

- **Increase access for disabled pupils and parents/carers to the school curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in breakfast club, after-school clubs, leisure and cultural activities or school visits.

- **Improve access to the physical environment of school.** This covers improvements to the physical environment of the school and physical aids to access education.
- **Improve the delivery of written information to disabled pupils and parents/carers.** This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include newsletters, handouts, timetables, 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 time frame, on request from the school office.

How the curriculum is delivered

All our teachers and teaching assistants (TAs) are experienced in giving support to those pupils who have varying learning needs, and as a school we are aware how to access LA services and training in order to support all our pupils and those who are in need of additional support to access lessons.

All our classrooms are large and able to cope with, for example, a wheelchair. Each class grouping is mixed ability and in terms of learning all lessons cater for this diversity, by adopting a variety of teaching and learning styles and providing inclusive quality first teaching appropriate to all learners needs.

All pupils are encouraged to take part in all aspects of our creative, mastery curriculum and immersive learning. If any pupil found a particular aspect of the curriculum difficult to experience then we would seek appropriate advice from LA experts and outside agencies in order to maximise the pupil's involvement. When writing and reviewing Personal Passports or Education Health Care Plans (EHCP) we will give careful consideration to any particular needs of pupils i.e. additional time needed for an activity, any necessary intervention or support by TAs, additional support of IT perhaps by the provision of an iPad or other resources to promote independence. Wherever possible, pupils will be given the opportunity to experience school visits.

All pupils will be expected to reach educational targets of which they are capable.

It is a requirement that our school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, showing how our school will address priorities identified in the plan.

This plan incorporates our school's intention to increase access to education for disabled pupils.

In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.

- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At Leys Farm Junior School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state:

- Create an interesting and stimulating environment which reflects our values and promotes a sense of community as well as an individual sense of self-worth.
- Develop a community of life-long learners where access to knowledge is a right and a recognised achievement.
- Provide learning experiences that will allow all pupils equal opportunities to achieve their potential and to develop their thinking and creative skills whatever their background.
- Promote social, cultural, moral and spiritual development, preparing pupils to be responsible citizens.
- Promote a lifestyle and culture which will enable children to be fit and healthy, both physically and mentally.
- Foster a caring and supportive environment in which all children are safe and valued.
- Above all, our school will be a place where children want to be because they enjoy learning, they know they are valued and they are safe because all the adults care about them.

It is the responsibility of the whole school community to implement this Disability Equality Scheme in a manner which promotes the inclusive ethos of our school.

The Involvement of Disabled Children and Young People, Staff and Parents

In preparing this **Accessibility Plan**, disabled people, including pupils, parents and governors were involved as described in the Disability Equality Scheme. It has been informed by analysis of pupil and staff data and additional information gathered.

According to the DDA, a *“disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”*. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Leys Farm Junior School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Inclusion

Improving Access to the Curriculum

| Priority | Targets | Strategies | Outcome | Time Frame | Success Criteria |
|-------------------|---|--|--|---|---|
| Short Term | Availability of written material in alternative formats. | The school makes itself aware of the services available through its LA for converting written information into alternative formats. Liaison with Visual Impaired Service for advice or Ethnic Minority and Traveller Achievement Service (EMTAS) if this is a language barrier. | If needed the school can provide written information in alternative formats. | As and when required. | Delivery of information to disabled pupils or parents improved. |
| | Consideration to be given to all pupils and staff needs in planning and developing the school building. | Seek advice from LA sensory support services on appropriate colour schemes and blinds. | Several classrooms are made more accessible to visually impaired or autistic spectrum disorder (ASD) children. | Decorating/ Refurbishing/ Signage During Autumn Term. | Physical accessibility of school increased. Access audit from Visual Impaired Service completed and all recommendations implemented. |
| | Ensure equality of access to all aspects of the curriculum (including school trips, outdoor learning activities and | To extend the range of extra-curricular activities for all. Review the inclusion policy. | All pupils able to access all curriculum areas. Teachers and TAs have put in place necessary | From April 2021 and continue throughout the year. All related policies | More opportunities for disabled learners. |

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| | after school activities). | Staff to liaise with SENCo and Learning Mentor to ensure they are fully aware of pupil needs. | reasonable adjustments and removed barriers to learning. More opportunities available to pupils with disabilities including the development of pastoral and enrichment activities. | reviewed annually. | Policies reviewed and reference to equality and inclusion in all. Increased staff awareness of accessibility. |
| Medium Term | Training for teachers on differentiating and the mastery curriculum. | Audit the school through teaching and learning observations. Some teachers would benefit from additional training on differentiating the curriculum. | Teachers are able to more fully meet the requirements of all pupils needs with regards to accessing the curriculum. | On-going training and implementation of SEN-D / Inclusive practices training. Advice sought from outside agencies and St. Luke's Outreach Support. | Increase in access to the National Curriculum 2014 and Curriculum Overview for foundation subjects / topic planning. |
| Long Term | Risk assess for out of school activities such as local visits to the cinema, theatre and swimming pool. | Advice from LA, Outreach Support from St. Luke's School or St. Hugh's, Physio, Disability Team and occupational therapy (OT). Liaison with the family. Prior visit to the venue. | Risk assessment in place. Additional staffing in place. Specialist transport booked, if required. | Forward planning prior to the event. Risk assessments in place. Pre-visits carried out prior to attending. | Accessibility increased for all pupils. |

Physical Improvements to the Environment

| Priority | Targets | Strategies | Outcome | Time Frame | Success Criteria |
|-------------------|--|---|--|--|--|
| Short Term | School plans to improve access to designated areas over successive financial | Planned use of minor capital delegated resources and discuss with the LA. | Having secured capital resources from the LA, over three-year period | Forward planning prior to a pupil entering school. | Greater accessibility for all including wheelchair users |

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| | years. The school entrances and exits have priority, and plans to improve ramps and handrails to all of these areas. | | the school's entry areas to be fully accessible, including ramps for wheelchair access. | Attendance at Child in Need (CIN), Early Help, Personal Education Plans (PEPs) and Person-Centred Education, Health and Care Plan (EHCP) reviews for new pupils, prior to them transferring to LFJS. | by pupils, parents, governors or staff. |
| Medium Term | Future decoration of building fully caters for as wide a range of disabilities as possible, particularly visually and hearing impaired pupils. | To ensure adequate signage to all areas of the school building and site. To take advice with reference to guidance to guidelines. To ensure adequate access via ramps and wider doorways. Discuss health & safety. | Building fully compliant with legal requirements and guidance. | On-going. | Decoration, ramps and signage appropriate for all. |
| Long Term | Development of the outside environment of the school to ensure accessibility for all. | Advice from LA, Outreach Support from St. Luke's School or St. Hugh's, Physio, Disability Team, OT and SEN Team. | Improved access to the outside environment including playgrounds, gardens etc. | Headteacher to apply for bids to develop outdoor areas and playground markings. | Accessibility to the school grounds for all. |

Improving Provision of Information

| Priority | Targets | Strategies | Outcome | Time Frame | Success Criteria |
|-------------------|---|---|---|--|---|
| Short Term | Inform parents of disabled pupils of how best to support the learning of their child. | Provide basic advice in core curriculum areas. Provide opportunities to meet with outside and multi-agencies. | Termly or annual meetings. Home/school liaison book. | Termly reviews. Open days. Annual Reports. | Survey pupils and parents annually. Feedback analysed and action plan developed. |

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| | Ensure recorded work is easy for all to access. | Use darker pen. Larger fonts. Highlight or darken lines on line guides. Move pupils closer to the Smart boards. Change colour of font or background of PowerPoint. | Improvements in delivery of information and strategies to help pupils recording. | On-going. | Part of non-negotiables shared in Staff Handbook. |
| | Improve communication with all users, including disabled pupils and parents. | Ensure the school website and any other communications are clear, simple and easy to use for all. Ensure parents and pupils have wider access to information. | An increased number of visits to the website. Increased variety of information available, including Twitter. | On-going. | Excellent communication and regular and accurate updating of website. |
| Medium Term | Set up systems to involve disabled pupils more fully and include Parent and Pupil Voice on the website. | Survey disabled pupils, parents and staff in school. Ensure disabled representation in school council. Consult with appropriate services about the best ways to make information available. | Increased Pupil and Parent Voice on the website. Involvement of the School Council. Accessible information about LFJS. | At least half termly meetings. Reported on termly. | Survey completed and analysed by end of summer term. Outcomes included in updated policies, procedures and reflected in reviewed accessibility plan. |
| Long Term | To review progress made in short term and medium term targets. | To plan for the next stages of developing the school. | Wider understanding of issues involved. | On-going. | Provision of information improved. |

REVIEW ANNUALLY with School Council Representatives REVIEW DATE: May 2022