



Accessibility Plan

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Next review due by: July 2025

Aims of the Accessibility Plan

This plan outlines how Layton Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every 3 years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Appendix 1: Access to the Curriculum

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To be fully informed of the SEN needs of the new cohort before they start in September.	Plan to visit all SEN children identified on the admissions list for September intake. Liaise with external agencies and undertake a transition meeting for every child with SEN.	By the end of each academic year	SLT SENDCO FS team leader FS team Family Engagement Worker	Procedures/staffing/equipment in place ready for September. Liaison with appropriate agencies. Family engagement worker aware of CIN.
Medium Term	To ensure that all pupils with SEND can participate in high quality discussions and have equal opportunities to present their learning.	Talking triangles such that the SEN children engage in discussion with children of a higher ability. Classroom strategies to ensure planning for SEN to deliver presentations. Plan for tier 3 vocabulary and pre-teach vocabulary/blended learning to engage parents in pre-teaching vocabulary.	Started May 2022	SLT SENDCO All teachers/SSAs/LSAs	Dialogic teaching and learning is of high quality for all pupils. All children have access to planned vocabulary explicitly taught before the teaching of new knowledge takes place.
Long term	To ensure full access to an ambitious curriculum for all learners such that every child fulfills their potential	Specialist advisory teachers. CPD for staff. Differentiated curriculum. Assessment for learning. PDRs that have an impact on the provision for SEN children. Access to quality first teaching. Effective use of support staff. Book look, learning walk-through, pupil conversations to monitor and evaluate the impact of each child's PDR. Develop processes to ensure that the PDR has an impact on teaching and learning.	Review the impact of PDRs May 2022. Ongoing improved practice 2022-23	SLT SENDCO Teachers Support Staff Parents	Parents are fully involved in the PDR process – setting targets and review. All children are inclusively engaged in the classroom accessing an ambitious curriculum.
Long term	To evaluate and review the above short and medium term targets annually. Governors complete an accessibility audit.	Evaluate and review	July 2023	SLT Governors	All children accessing an ambitious curriculum. When governors visit school, they feedback to the whole governing body at the next meeting.

Appendix 2: Access to the Physical Environment

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short term	To improve access to the physical environment of the school for visually impaired children and children with hearing difficulties.	<p>Assess the suitability of the year 1 classroom and playground for hearing/visually impaired children.</p> <p>Test the loop system in all places that a year 1 child would access including the halls, music room etc</p> <p>Ensure that the loop system is accessible for all parents.</p> <p>If necessary, implement tactile signs to support VI.</p>	July 2022	SLT Premises Manager Outside agencies	All needs to be met as they make the transition from Foundation to Year 1.
Medium term	To ensure all with a disability are able to be involved in all aspects of school life.	<p>Access plans and risk assessments for all disabled children as part of plan-do-review - annually. Liaise with parents/carers to ensure all needs are met.</p> <p>Annual accessibility audit (undertaken by Governors with premises team/SENDCO)</p> <p>Review medical care plans annually through liaison with parents, carers, external agencies, school nurse.</p>	On-going – reviews undertaken in June of each academic year.	SENDCO Teachers Premises team SLT Governor	<p>Enabling all needs of all children to be met where possible.</p> <p>All children have medical care plans reviewed annually.</p> <p>Risk assessments/action plans are created as and when required.</p>
Long term	To ensure every member of the school community (staff, pupils, parents, members of the wider school community) can access all aspects of school life.	<p>Key disabled parking spaces close to entrance.</p> <p>To consider the affect of lighting on pupils and staff with visual sensitivities.</p> <p>Arrange interpreters to communicate with parents as per need.</p> <p>Offer a telephone service to explain letters home.</p> <p>During the induction period, non-routine admissions - informal discussions ascertain needs and requirements.</p> <p>Seek feedback from parents, staff and pupils regarding accessibility.</p>	With immediate effect	SLT SENCo Learning Mentor Senior admin team Teachers Whole school	To ensure that disabled parents/carers are not discriminated against and are encouraged to take a full interest in their child's education.

Appendix 3: Access to information

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short term	To enable improved access to written information for pupils, parents/carers and visitors.	Font size adaptation Electronic versions of written media Availability of large print and braille books. Signage around school is accessible to all, including EAL	Ongoing	Whole school	To ensure all stakeholders can access written information
Medium term	To review the admission process at all parts of the academic year and ensure the information and procedures are accessible to all.	Records passed onto new teachers. End of year class teacher meetings with support staff included. Annual reviews. Plan-do-review Medical forms updated Health plans Risk assessments Significant health problems are photo identified around school. Ensure that the website is accessible to all – i.e incorporates translation features and offers audio versions.	Annually Or with immediate effect for a new starter	SENDCO SLT All teachers Support staff External agencies	Each teacher/staff member aware of disabilities of children in their class. Team leader aware of cohort. Communication on needs before a trip etc.
Long term	To improve access to information to all stakeholders, ensuring that EAL families have access to all information.	Website to be reviewed to facilitate google translate. Consider interpreters for parents evening etc. Regular visits of interpreters to EYFS such that children can be observed and assessed in their first language.	Annually or with immediate effect where necessary	SLT ICT SLA Business support team	Effective communication of information throughout school, all relevant staff aware of needs in terms of disabilities and language needs.