



# Accessibility Plan

2021-2024

Adopted March 2021  
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## Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 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 a reason related to their disability;
- ❖ To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- ❖ To plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- ❖ Increasing the extent to which disabled pupils can participate in the school curriculum;
- ❖ Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ❖ Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### 1. Starting points

#### 1A: The purpose and direction of the school's plan: vision and values

Lyng Primary School will strive to create a happy, safe, inclusive and challenging learning environment that develops independent, healthy, happy and confident learners. We will ensure that all our learners, including those with a disability, aspire to the highest of standards, are economically aware, and make a positive contribution to the wider world.

In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively the staff and governors aim to work with the wider school community partners to:

- ❖ Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.
- ❖ Set high standards and targets for all pupils including those with a disability.
- ❖ Strive to achieve high standards in all areas of the curriculum.
- ❖ Nurture an awareness of the need for a healthy lifestyle.
- ❖ Provide a safe and secure learning environment for all pupils.
- ❖ Provide opportunities for everyone to make a positive contribution to the community and the wider world.
- ❖ Foster lively, enquiring, self-challenging minds through challenging and diverse learning methods.
- ❖ Develop pupil collaboration and independent learning opportunities.
- ❖ Make sure that all pupils are happy and have a positive self-esteem.
- ❖ Ensure that pupils understand social responsibilities within the wider community know their boundaries and are mutually respectful.
- ❖ Celebrate achievement as well as attainment of all pupils.

- ❖ Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.

The school has set the following priorities for the development of the vision and values that inform the plan:

- ❖ Update our values and vision in the light of discussions with all stakeholders to extend opportunities for all.
- ❖ To provide appropriate induction and training for all new staff.
- ❖ To ensure that support staff, have received the appropriate training to support pupils' individual needs.

#### 1B: Information from pupil data and school audit

##### SCHOOL CHARACTERISTICS (Based on Jan 2020 Census)

CATEGORY	CHARACTERISTICS
FSM	21% (107 pupils)
SEN	16% (81 pupils); 2.3% (12 pupils) on EHCPs
EAL	51% (200 pupils)
PUPIL MOBILITY	Stability % below NA
ATTENDANCE (2019-20 – Cumulative HT1-3)	95.74% (1.74% unauthorised)
ETHNICITY	26.2% white-British; 26.9% Indian; 73% minority ethnic groups
DISABILITY	3 pupils

The number of pupils known to be eligible for Free School Meals is higher than the National Average.

Attendance is improving, as are unauthorised absences with further room for improvement.

The school is in the central West Bromwich ward of Sandwell which is an area of high social and economic disadvantage. The number of adults completing higher education is significantly lower than the national average.

Attainment on entry is broadly in line with the national average.

Since 2018, there have been no pupil permanent exclusions and 4 fixed-term exclusions (2 pupils). Behaviour is rated as excellent.

#### Disabled Pupil Presence, Participation and Achievement

All school-age children have good attendance.

Access to the curriculum is ensured by 1:1 full time support for all EHCP children. Whilst they have an assigned key worker, they will also work with a range of adults to ensure that the children experience relationships with different adults.

During the morning sessions the children will attend 'The Hive' – a purpose built space where the children will have access to specialist equipment to meet their needs and have time to focus on important life skills, problem solving and communication as well as English and Maths skills. The children will then access the foundation subjects in class in the afternoon with their peers to ensure inclusivity.

At Lyng Primary we celebrate all children's differences and abilities and we understand that all children have individual needs and talents. The Hive gives us scope to develop a curriculum that is based around the 7 principles of the Rochford Review (2016) The curriculum will have deep roots in discovery, responsiveness, curiosity, anticipation, persistence, initiation and investigation.

All children in school are assessed using the Depth of Learning Tracker. The children who are working below Milestone 1 (Year 1 and Year 2) will have the 'Pebbles' assessment enabled on the class tracker.

#### 1C Views of those consulted during the development of the plan

The views of children with disabilities, parents, LA and school staff, including those who support children with disabilities were taken into consideration during development of this plan.

Issues raised were:

Being able to take part in all school activities

Being given the same opportunities to progress as non-disabled pupils.

Being given appropriate support to allow inclusion.

Staff being given the appropriate training to allow them to support pupils appropriately.

First Aid and Medicine

The school has set the following priorities in respect of consultation on the plan:

- ❖ Consultation with parents and pupils (as appropriate) through IEP review meetings
- ❖ Continuing consideration of how to gather views of a wider range of participants e.g. community disability groups.
- ❖ Care plans established for children with special requirements

#### 2 The main priorities in the school's plan

2A Increasing the extent to which disabled pupils can participate in the school and extended curriculum

Our vision is of a fully inclusive school with equal opportunities for all.

Curriculum plans and schemes of work will need to ensure that where necessary, adjustments are made to ensure that suggested activities are accessible to all pupils. Curriculum in this context should go beyond the 'taught' curriculum and is taken to encompass all activities undertaken during an extended school day.

High quality teaching and learning for all is a priority. The SENCo is non class based for 50% of the week to ensure that provision for children with SEN and disability are achieving targets and receiving quality education, support and opportunities. She also deploys support and provides targeted support for specific children.

The school has set the following overall priorities for increasing curriculum access:

- ❖ To work with LA advisors and local special schools to remove specific barriers for disabled pupils and to increase access to all areas of the curriculum.
- ❖ Working with LA advisors to ensure best use is made of ICT to maximise progress and opportunity for all
- ❖ To continue to release the Inclusion Leader to enable monitoring of progress and achievement of SEN and disabled children

2B Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The physical environment of the school and surrounding areas can be a significant barrier to participation in educational activities for disabled pupils. The school is committed to removing these barriers as part of its vision of an inclusive school.

- ❖ The school has worked hard to ensure children with mobility difficulties are able to access all areas of school, or to make necessary changes to arrangements to allow them to access all parts of the curriculum.

2C Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

As part of our ongoing monitoring of provision, the school will look at all information provided in writing to pupils. This includes:

- ❖ Homework
- ❖ Timetables
- ❖ Worksheets
- ❖ Teacher feedback and marking of work
- ❖ Notices
- ❖ Tests and assessments
- ❖ Whiteboards

The school has set the following priorities for providing information for disabled pupils:

- ❖ Training from support services as appropriate on availability and use of different formats (e.g. audio taping, symbols, large print, Makaton)
- ❖ Exploring ICT solutions to information access with appropriate support services
- ❖ Ensure detailed records are available on all children with all relevant professionals being fully briefed
- ❖ Ensure all staff are clear about the administration of medicines and First Aid procedures
- ❖ Appropriate training for staff working with children who have specific needs.

### 3 Making It Happen

#### 3A Management, coordination and implementation

Overall responsibility for the school's accessibility plan lies with the governing body, but improving access for disabled pupils requires everyone at the school to understand the duties in the DDA and apply knowledge in their own area of responsibility: the head teacher, senior staff, class teachers, learning support staff, lunchtime staff, Inclusion Leader, premises manager, administrative staff and governors themselves.

The monitoring of this plan will be carried out by The Head Teacher and the Provisions Committee of the Governing Body in accordance with its other monitoring responsibilities.

The head teacher will take responsibility for ensuring that this plan is co-ordinated with other plans and policies across the school.

The impact of this plan will be reviewed and judged against the following outcomes:

- ❖ Increased confidence of staff in differentiating the curriculum for disabled pupils
- ❖ Continued parental satisfaction with the arrangements made
- ❖ Improvements in the physical environment of the school
- ❖ Disabled pupils being fully involved in as many areas of whole school life as possible

The School has set the following priorities for the management, coordination and implementation of the accessibility plan:

- ❖ Identify possible ways of supporting pupils with SEND in extra curricular activities
- ❖ Implement effective monitoring and evaluation of the plan
- ❖ Co-ordinate plan with other plans and policies

#### 3B Access to the school's plan

It is intended to make the school's plan easily understood, and readily available. We have tried to keep jargon and acronyms to a minimum. The plan will be made available on request from the school office. On request we will also endeavour to provide the plan in a variety of formats e.g. Audio, extra-large print, on different coloured paper.

The School has set the following priorities for making its plan available:

- ❖ Liaison with local support services when necessary for advice on the production of the plan in different formats
- ❖ Create a school which is fully inclusive for all.

Section	Targets	Strategies	Outcome	Goals
1A/B	Training for staff on specific disabilities and resources	Make contact with appropriate agencies	Staff are able to fully meet requirements of disabled children	Increase in access to Curriculum
	New Staff induction procedures in place refer to ethos and values of the school	Review staff induction materials	Staff are aware of our policy and values	School's vision and values are embedded
	Ensure that support staff receive the appropriate training	Regularly review CPD opportunities. Liaise with LA advisors about training needs	All staff well skilled to meet the needs of the children	High quality education for all children.
1C	To ensure the views of all stakeholders are taken into account	Regular meetings with parents of disabled children Views of children gathered by support staff Liaison with LA advisors	All stakeholders feel their viewpoint is considered, and have ownership of the pupils' learning	Increase in curriculum opportunities
	Gather views of wider range of participants in the community	Actively go out to form links with community groups. Invite groups in to school for special events eg concerts .	Strong links formed in the community. A message that school values all.	A fully inclusive school at the heart of the community.
	Care plans established for children with special requirements	SENCo to work closely with parents and advisers to formulate care plans which meet the needs of all children	All children have well tailored care plans as appropriate.	All individual children's needs met to ensure that they have full access to all areas of school life.
2A	To remove specific barriers to learning	Liaison with LA advisors and special school personnel as appropriate	All children have opportunities to learn	Children access curriculum and achieve
	To ensure full use is made of ICT	Liaison with LA advisors to provide suitable equipment: eg, Touch screen, switches, tracker balls and software	All children can use equipment effectively	Children are accessing curriculum
	To continue to release SENCo to enable monitoring of progress and achievement of SEN and disabled children	Release of SENCo and appropriate staff as necessary	Paperwork and assessments are completed	School is able to access appropriate funding/ support/ resources/experts
2B	To ensure appropriate resources are available for disabled children	Liaise with LA personnel as appropriate to be aware of service available to us.	Resources are in place	Children are able to access curriculum
2C	Availability of written material in alternative format	Training from support services as appropriate on availability and use of different formats (e.g. audio taping, symbols, large print, Makaton) Exploring ICT solutions to information access with appropriate support services Ensure detailed records are available on all children with all relevant	Improved confidence	Children are accessing curriculum

		professionals being fully briefed Ensure all staff are clear about the administration of medicines and First Aid procedures Appropriate training for staff working with children who have specific needs.		
3A	Implement effective monitoring and evaluation of the plan	Robust monitoring timetable set up with annual report to Governors and Headteacher.	An effective Access plan known by all stakeholders	A school which is fully inclusive for all.
	Co-ordinate plan with other plans and policies	Regularly monitor and review plan as circumstances change, and ensure it fits with all school policies	Plan is up to date according to pupils needs	Improved access and inclusion for all
3B	To make plan available as requested	Liaise with LA to be aware of how the plan can be produced in different formats	Increased availability of plan	Delivery of information improved

Signed Chair \_\_\_\_\_

Dated \_\_\_\_\_

Adopted March 2017

Review Date March 2020