



## **Accessibility Plan**

An accessibility plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments wherever practicable.

### **Landewednack School Accessibility Plan 2020-2023**

#### **Purpose of Plan**

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

#### **Definition of disability**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

#### **Key Aims**

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

## Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
  - The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

## Increasing Access to the School Curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

- **Staff Training** – to ensure children with any type of SEND have their needs met.
- **Physical Education** – to ensure class teachers know how to include children with any type of SEND within PE lessons & Sports Clubs.
- **Access to appropriate ICT** – to ensure appropriate IT equipment and programs are available to support learning.
- **Adaptation of class lessons and school timetable** – to enable all children to access learning .

## **Improving access to the Physical Environment of the School**

This includes improvements to the physical environment of the school and physical aids to access education. **Points from last Plan:**

- **Electricity** – the circuit to be fixed in the staff room/library/Razorbills classroom.
- **Ramp** – to be installed in the library.
- **Sandblast exterior wall of school** – to rectify damp above windows.
- **Mouldy ceiling tiles** – to be replaced in two classrooms.
- **Reviewing furniture and classroom/work areas** – to ensure accessibility and fitness for purpose.

## **Improving the Delivery of Written Information to all**

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include 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.

- **Parent Forum** – meetings to discuss school provision.
- **Website** – signposting advice for parents/carers.
- **Information in a variety of formats** – explore creation of large print/audio/ English as second language etc.

## **Financial Planning and control**

The Headteacher, SLT and the finance committee will review the financial implications of the Accessibility Plan as part of the normal budget review process.

## Accessibility Action Plan

| Compliance with the Equality Act                                      |  |                 |                            |                              |                  |
|---|--|-----------------|----------------------------|------------------------------|------------------|
| Accessibility Outcome   | Action to ensure Outcome   | Who responsible | Long, medium or short-term | Time Frame                   | Notes            |
| To ensure all staff are aware of the requirements of the Equality Act | The SPCMAT Equality Policy will be discussed during staff and governor meetings and form part of new staff inductions. | L. Jones        | Long Term                  | From Autumn 2019 and ongoing | Monitored by CEO |

| Ensuring inclusion in the school community                        |   |                 |                            |                              |                       |
|---|---|-----------------|----------------------------|------------------------------|-----------------------|
| Accessibility Outcome   | Action to ensure Outcome  | Who responsible | Long, medium or short-term | Time Frame                   | Notes                 |
| Inclusion – pupils and families involvement in school activities. | The SENCo will monitor the provision for all SEND pupils to ensure they are accessing their full entitlement and ensure personalised support so that pupils can access all activities e.g. enrichment activities, trips/visits. | SENCo           | Long Term                  | From Autumn 2019 and ongoing | Monitored by L. Jones |

| Access to the physical environment - statutory   |   |                 |                            |             |  |
|--|---|-----------------|----------------------------|-------------|--|
| Accessibility Outcome  | Action to ensure Outcome  | Who responsible | Long, medium or short-term | Time Frame  | Notes  |
| Electricity – to ensure all circuits are working all the time and do not trip the main switch.   | Earthbound Electrical are being asked to rectify the problem.   | L. Jones        | Short-term                 | ASAP        | Rectified  |
| Install the ramp going into the library to ensure wheelchair users can access all of the school. | The ramp that is kept in school will be put in place.   | L. Jones        | Short-term                 | ASAP        | Actioned   |
| Sandblast one exterior wall of the school to alleviate damp issue above windows                  | The walls will be sandblasted by “Masterblaster” to take off the coating that is on the stone. This will ensure that dampness and rain water will not enter the building. | L. Jones        | Long- term                 | Summer 2019 | Partially completed but has not sorted the issue. TRUST notified.                                |
| Replace mouldy ceiling tiles above windows   | The tiles will be replaced after the damp problem is sorted.  | L. Jones        | Short term                 | Summer 2019 | Refer to item above - outside wall of classroom in question was not sandblasted. TRUST notified. |
| Reviewing classroom and work areas to ensure they are fit for purpose.                           | Every classroom and all furniture will be monitored for suitability and accessibility for all pupils and staff.   | L. Jones        | Long term                  | On going    | Monitored regularly  |

| Access to the curriculum - statutory  |  |   |  |  |  |
|---|--|---|--|--|--|
| Accessibility Outcome   | Action to ensure Outcome   | Who responsible   | Long, medium or short-term   | Time Frame   | Notes  |
| <b>Staff Training</b> to ensure that any child with a SEND has their needs met.   | <p>Staff training on Social Communication difficulties by Andrew Mercer.</p> <p>Member of staff appointed to train to be an Autism Champion.</p> <p>T.I.S training completed by two members of staff.</p> <p>Ensure staff are confident in strategies to help pupils with Dyslexic Tendencies.</p> <p>Training booked by Dyslexia Advisor Sandra Page for Dyslexia Friendly Schools Status. Access services such as Behaviour Support and Educational Psychologist when needed.</p> <p>SENCo to attend two Thrive course days to continue Thrive Practitioner status.</p> <p>SENCo to attend "Dyslexia Screening Test What Next" training with Sandra Page.</p> <p>THRIVE update to staff, parents and children. Ensure pupils are listened to with regard to Emotional Support.</p> | <p>SENCo to monitor and advise.</p> <p>Claire Humby is our Autism Champion.</p> <p>Kate Hughes is our T.I.S specialists.</p> <p>Judith Green is a Thrive Licenced Practitioner</p> <p>Judith Green<br/>Louise Jones/<br/>Judith Green</p> | <p>Short term</p> <p>Short Term</p> <p>Immediate and Long Term</p> <p>Long Term</p> <p>Short Term</p> <p>Short Term</p> <p>Long Term</p> | <p>T.I.S. Training during 2019.</p> <p>Autism Champion Training completed 2019.</p> <p>DFSS &amp; Thrive Training booked for March 2020</p> <p>Dec.2019</p> <p>Ongoing</p> | <p>Judith Green to Monito</p> <p>Need whole school assembly THRIVE refresher for pupils and parents.</p> |
| <b>Physical Education</b> – to ensure class teachers know how to include children with any type of SEND within PE lessons & Sports Clubs. | <p>Meetings as required with all staff including Jamie Thompson (PE Teacher) and Ted Heaton (Tag Rugby Club coach) to ensure all are aware of any type of physical or emotional need in any pupil.</p>   | <p>Headteacher</p>  | <p>Long Term</p>   | <p>On going</p>  | <p>Remember to include adults working with children outside of school – trips, clubs etc.</p>            |

|   |   |  |           |          |  |
|---|---|--|-----------|----------|--|
| <b>Access to appropriate ICT</b> – to ensure appropriate IT equipment and programs are available to support learning. | Appropriate programs purchased/downloaded for laptops and iPads to aid learning. Monitor laptops to discuss when they need updating and renewing. | Staff and PTA to have a meeting to discuss fundraising activities. | Long Term | On going | Headteacher to decide what ICT equipment is more in need and prioritise. <b>Chromebooks purchased and being used</b> |
|---|---|--|-----------|----------|--|

| <b>Access to information advice and guidance - statutory</b> |  |                        |                                   |                   |   |
|--|--|------------------------|-----------------------------------|-------------------|---|
| <b>Accessibility Outcome</b>                                 | <b>Action to ensure Outcome</b>  | <b>Who responsible</b> | <b>Long, medium or short-term</b> | <b>Time Frame</b> | <b>Notes</b>  |
| <b>Parent Forum</b> – meetings to discuss school provision.  | Headteacher will meet termly with parents to discuss school provision. These will be advertised widely through newsletters, website and emails.      | L.Jones                | Long Term                         | On going          | Termly  |
| <b>Website</b> – signposting advice for parents/carers.      | The Website will be updated regularly and a new section will be developed to include information on how the school supports Emotional Well-being.    | Headteacher and SENCo  | Long Term                         | On going          | SENCo to discuss Thrive/TIS with staff. SEND part of website completed, <b>apart from Emotional Well-being section to be done ASAP.</b> |
| <b>Information in a variety of formats.</b>                  | The school will explore how to make information available in different formats, such as large print, easy read, audio, English as a second language. | Headteacher            | Long Term                         | On going          |   |