



Accessibility Policy & Plan

Updated: Summer 2023
Next Review: Summer 2026

Reviewed, approved and ratified by: Full Governing Body
Written by HT & SENCO

Work Together, Achieve Together

“We want to live in communities where we can participate fully and equally. We want all our children to do well at school, to take part in all areas of school life and reach their potential. We know that for many disabled children at school, and disabled people in employment, this hasn’t yet happened and there remains considerable work to be done.

The Disability Equality Duty is a new way for public authorities to tackle disability discrimination in a practical way by introducing policies that actively promote opportunities and so prevent discrimination taking place”

Bert Massie
Chairman
Disability Rights Commission

Introduction

The Equality Act 2010 replaced nine major Acts of Parliament and almost a hundred sets of regulations which had been introduced over several decades. It provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by getting rid of anomalies and inconsistencies that had developed over time, and it extends protection against discrimination in certain areas.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils

- 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.

AIMS

Ladbroke JMI School has high expectations for all of its pupils and expects them to participate and achieve in every aspect of school life.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school aims to:

- set suitable learning challenges;
- respond to pupils’ diverse needs;
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

We welcome all pupils and staff, irrespective of race, colour, creed or impairment. Every member of staff shares in the responsibility to remove barriers to learning for all pupils, including those with a disability.

DEFINITION OF DISABILITY

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 (see definition below of normal day-to-day activities).

Physical or mental impairment includes sensory impairments and also hidden impairments. In the equality act ‘substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Disability and special educational needs

Many children who have SEN will also be defined as having a disability under the Equality Act. It is likely that many of the pupils who have SEN and a EHCP will count as disabled. However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the Equality Act. Similarly, not all children with SEN will be defined as having a disability under the Equality Act. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Possible overlap of SEN and Equality Act definition for children and young people

| Special Educational Needs | Both SEN + Disabled | Disabled |
|---|--|----------------------|
| Mild dyslexia | Motor Impairment (long term) | Asthma |
| Emotional Behavioural Difficulties (EBD - social factors) | Learning difficulties | Diabetes |
| Mild Dyspraxia | Hearing impairment / Deaf | Cancer recovery |
| Minor speech impairment | Visual Impairment/Blind | Mental health Issues |
| Mild Learning difficulties | Incontinence | Disfigurement |
| | Significant Dyslexia | Eating disorder |
| | Epilepsy | Lack of limbs |
| | Non –verbal | Sickle cell Anaemia |
| | ADHD | Gross Obesity |
| | Autism | Muscular Dystrophy |
| | SEMH (social, emotional and mental health) | |

School staff have experience of working with a wide range of disabled pupils. Training is provided through a cycle of staff INSET to raise awareness of needs and also of strategies for effective classroom practice in meeting needs.

All children on the SEND register have an electronic file containing information about their needs. In addition, updated information is issued to staff at the beginning of the school year at SEND meetings and Annual Reviews. Following advice from outside professionals, reports are uploaded to the relevant folder and teachers alerted to the updated document. Support staff also have access to this information.

SEND folders contain all copies of relevant reports and advice, class provision maps, individual APDRs, case studies and any concerns or incidents.

The SENCO is responsible for ensuring that staff receive the relevant training through courses, visiting professionals and INSET. There is regular liaison with a range of outside agencies who offer advice, guidance and support in meeting the needs of the pupils we support. This support also includes providing specialised training e.g. back care and hoist training. These agencies include:

- Our local developing specialist provision locally (DSPL) group
- Parkside Specific learning difficulties base;
- Specialist Teacher Advisory Service (HI, VI, PI, ASD);
- Speech and Language Therapy Service;
- Child and Adolescent mental health service (CAMHS)
- Educational Psychology Service.
- Autism spectrum disorder (ASD) team
- Behavioural Support Team (Hive)
- School Nurse and hospital outreach staff

Robust systems are in place to ensure the smooth transition of pupils from Ladbroke to secondary school. Liaison and the sharing of information regarding disabled pupils with an EHCP or on the SEN register usually begins with the secondary school SENCO attending the Y5 or Autumn term Y6 Annual Review. Further meetings are then arranged during Year 6. The pupil and TA will make a visit to the receiving secondary school during the Summer Term prior to transfer.

All disabled pupils follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in school life, including extra-curricular activities and off-site visits. Disability awareness forms part of our PSHCE curriculum. In consultation with parents and children, assemblies (class and whole school) on various disabilities have been delivered.

Using an effective bank of resources it is our aim that all work is appropriately differentiated and accessible to all pupils. This is monitored through class observations, work scrutiny, pupil voice and planning. Case studies are in place to show the range of resources and support mechanisms in place for disabled pupils and those with special educational needs across the school

The school is built on one level and is fully accessible for wheelchair users. A disabled toilet with hoist is available. Unfortunately the classrooms are small and this means that wheelchair users may not be able to navigate the whole classroom. All classrooms have built in sound systems to support children with hearing difficulties

Gathering Views

For pupils with an EHCP (Educational Health Care Plan), the views and aspirations of disabled pupils are formally gathered annually through the Annual Review process. This seeks to establish what is going well and also raise any concerns or barriers to progress from the pupil's point of view. Their parents also have the opportunity to express their views either in writing or simply verbally at the review meeting. This includes the opportunity to express any concerns or queries they may have regarding their child's progress and the provision in place for them. Parent views are gathered through the annual questionnaire sent out to all parents

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 Equality Act and apply this knowledge in their own area of responsibility: the head teacher, class teachers, teaching assistants dinner staff, the SENCO, the caretaker, administrative staff and governors themselves.”

The governing body has responsibility for the school accessibility plan. The progress toward meeting the targets set in the plan will be reported annually. This plan, together with the school’s SEN Policy, will be reviewed and revised annually by the SENCO in consultation with disabled stakeholders and representatives of the Senior Management Team and the Governing Body.

Getting hold of the school’s plan.

The Accessibility Plan for Ladbrooke School is available on request from the school. The plan is also available on the website. We have tried to ensure that the plan is readable and free of jargon. We would welcome your feedback if you feel that anything is unclear or if you have any queries.

SEND at Ladbroke





Ladbroke JMI School Accessibility Plan (April 2023 – March 2026)

1. How we plan to increase the extent to which disabled children and young people can participate in our school curriculum

Aim: To increase the extent to which disabled pupils can participate in the school curriculum.

Aim: To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

| Action | Who | Timescale | Resources | Monitoring and Evaluation | IMPACT |
|---|-----------|---------------------------------------|--|--|--|
| Ensure the SEND register is up to date <ul style="list-style-type: none"> Needs of the children are clearly identified. Identify barriers to learning Identify strengths | AP | Termly in line with census collection | SEND register and paperwork for individuals. Care plans | Is the register up to date? Do all the pupils have electronic SEN files? Are provision maps up to date? Have APDRs been written for all children? Are all the class team aware of SEND children? What progress are SEND pupils making | Is the register up to date. Does it match the electronic files? |
| Ensure the medical register is up to date. <ul style="list-style-type: none"> All care plans have been updated All teachers are aware of who has a medical need in their class. Training has been provided where necessary | AP/GM | Annually September | Medical Care Plans Medical boxes | Is the list of medical needs up to date? Are medical boxes up to date? Are any medicines stored in school in date? Have the updated sheets been uploaded for staff to access? Has there been a handover from previous teacher? What training has taken place? | Are all teachers aware of the medical needs of children in their class? Are the medicines in school in date? What training has been completed? |
| Ensure all children have access to school trips and if necessary made adaptations to trips to ensure this is the case. | All Staff | Ongoing with each planned trip | Meetings, Residential visit/museum | What trips have taken place? What adaptations have taken place to ensure all children have been able to attend? | What trips have taken place? What adaptations were needed? Were any trips changed to accommodate specific needs? |
| To scaffold writing opportunities so that all children can participate in writing sessions successfully. | SLT | Monitoring each term | Staff meetings. Widgit subscription | What scaffolding has been used in school? What impact has it had on standards How many children need a higher level of scaffolding? | |
| Continue to build core skills sessions into curriculum to support younger children with these difficulties | CW/CP | Ongoing | CSE sessions once a week – Spring and Summer Term | Have the sessions taken place? How many children have been identified? What has the impact been on their <ul style="list-style-type: none"> Skill development Confidence What are the next steps? | What do the core skills sessions include? How many children benefit? What impact has it had on the children? |

2. How we plan to improve the physical environment of our school for disabled children and young people

Aim: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

| Action | Who | Timescale | Resources | Monitoring and Evaluation | IMPACT |
|--|---------------|--|---|--|---|
| <p>Follow on from sensory training and reduce unnecessary sensory =overload in children</p> <ul style="list-style-type: none"> Neutralise displays in classroom. Limit displays to boards with only some agreed exceptions Remove hanging displays in classrooms Clear shelves and keep resources in organised manner – boxes or colour matching | All teachers | September in first instance and then ongoing | Training by OT £300 Staff meeting and INSET time | <p>Are all the displays neutral? Have unnecessary displays been removed from the classrooms? Are ceilings in classrooms free of hanging objects? Can all signs be read from any part of the classroom?</p> | <p>Is there a sense of calm in the classrooms? Can all signs be read from all parts of classrooms?</p> |
| <p>Create sensory trails or sensory points around the school</p> <ul style="list-style-type: none"> Sensory points around the school to help regulate children Sensory trail outside the school Sensory trail inside the school/hall | Staff | Ongoing. As we can afford | resources to create sensory points and trails | <p>Are there points around the room that can be used to promote sensory regulation? Are there any trails in the school?</p> | |
| Change lighting in Y2 classroom to LED lighting which will allow for different light settings to suit children | MY Thornton | Ongoing | Cost of lighting and installation £ | <p>Have the lights been changed? Does the teacher know how to change the light settings?</p> | Are the new lights in place? |
| Central areas to be kept clear and tidy to ensure communal areas can be accessed safely and there are no fire hazards | MY All Staff | Ongoing | May need to factor in costs of shelving or boxes for storage | <p>Is the school clutter free? Could a wheelchair user navigate their way through the school easily?</p> | Area all areas easily accessible? |
| <p>Ensure all clubs are accessible for all children including children with SEND.</p> <ul style="list-style-type: none"> Advertise clubs on offer Target key children/offer free places Encourage participation | All Staff | September Then ongoing | Sports Premium £1000 to offer free places on clubs and activity trips | <p>What % of children on the SEND register participate in clubs? For those children who do not, what are the reasons? What are the next steps to improve uptake?</p> | <p>What is the uptake by SEND pupils for clubs? What adaptation are included to help support children?</p> |
| Create areas for safe spaces for children who need space to regulate themselves after becoming overwhelmed | AP/TW/SL T | September | Safe tents Sensory resources | <p>Have any safe spaces been identified? Have they been used? How many children use them?</p> | <p>Have you seen the safe spaces? What impact have they had?</p> |
| Investigate the acoustics in the main school hall and look to see if they can be improved | MY TW | 23/24 | Sounding Boards? Cost Unknown | <p>Have we looked into what can be done to improve acoustics in the hall? What are the costs? Can we afford to do this?</p> | Has an affordable solution been found and has it made a difference? |

3. How we plan to improve the delivery of information to disabled children and young people

Aim: To improve the delivery of information for disabled pupils and parents

| Action | Who | Timescale | Resources | Monitoring and Evaluation | IMPACT |
|---|---------|-------------------------------------|--|---|---|
| <p>Ensure we are aware of parents who may need support with understanding information due to</p> <ul style="list-style-type: none"> • language difficulties • physical difficulty • health issues • school phobia or fear | All | New parents in September Ongoing | Google translate. Simplified versions of key information using visual clues | Are teachers and the office team aware of parents who may need support? Has a key person been identified to build relationship with the family | Are there any families who are not supported |
| Provide visual transition booklets to support transition of reception children into school and to support parents with limited English | FS Team | New parents in September Ongoing | Transition booklet | has a visual resource been identified? Is anything else needed? What next? | Has the transition book been created? Was there any feedback? |
| Improve use of pictorial communication (WIDGIT) to support all types of learners | All | Ongoing | WIDGIT Subscription | Is the WIDGIT subscription current? have staff been trained in how to use it? Can you share examples of its use? | Can you see examples of WIDGIT being used around the school and in the lessons? |