

# LADYBROOK PRIMARY SCHOOL



## Accessibility Plan

2022-2025

Date Policy Approved and Adopted by Governing Body (Teaching and Learning Committee)			
27.1.2022			
REVIEW SCHEDULE			
Date of Next Review	Date reviewed by governing body / appropriate committee	Change previous document Y/N	Date circulated (If changes are made)
Summer 2024	7/5/24	Y	1/5/24
Summer 2028			

### Contents

1. Aims
2. Legislation and guidance
3. Action plan
4. Monitoring arrangements
5. Links with other policies

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Ladybrook Primary School, we strive to support all children to enable them to succeed at school. In order to do this, many steps are taken to support and guide them through their learning journey. Quality teaching, quality environments and quality experiences are essential for this to occur. For some children there will be periods of time when further additional support to access the curriculum and environment may be required in order for them to achieve success and make progress. For some children these periods of time may be short; for other children, they may be long-term. This document aims to share information about what is available to you and your child should they require this additional support at any time during their learning adventure at Ladybrook Primary School. If this is your child, please try not to worry - we are here to support you at all times.

Our SEND Information Report can be found here:

<https://www.ladybrook.stockport.sch.uk/ladybrooks-send-information-report/>

Our Entitlement Framework can be found here:

<https://www.ladybrook.stockport.sch.uk/ladybrooks-entitlement-framework/>

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Stockport's Local Offer can be found here:

<https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page?localofferchannel=0>

Stockport's Entitlement Framework can be found here:

<https://www.ladybrook.stockport.sch.uk/stockports-entitlement-framework/>

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities. Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

#### The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They must not directly or indirectly discriminate against, harass or victimize disabled children and young people

- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and nondisabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.' (SEND code of Practice 2014)

- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

### 3. The Accessibility Action Plan

All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

Most providers must also make reasonable adjustments by making physical alterations.

Schools and LA education functions are not covered by this last duty but they must publish accessibility plans'....'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND code of Practice 2014)

'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2014).

The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary. The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

Our current situation:

- The school consists of 2 buildings
- The main school building is mainly single-storey and semi open plan.
- Our library has an upstairs which is not accessible to wheelchair users. However, we have distributed books and computers at both levels for ease of access.
- The outside play areas are flat and completely accessible to all.
- Our new garden has smooth pathways
- Our garden beds for planting are raised
- Our MUGA is accessible to all – wide gate and flat surface
- Our outdoor track is accessible to all – smooth surface and wide, grass free access
- A ramp was incorporated in the refurbished school library to ensure wheel chair access to the

'stage' area of the room;

- The lobby/safety door is wide enough to allow access and egress in the main entrance at the front of school.
- Hand rails are on the stairs to the library.
- There is adapted furniture in place where necessary
- There are disabled toilets in both buildings.
- All children's toilets are on the ground floor and have adapted taps
- CT and TA's have been trained to deliver Narrative Immersion and Talk for Writing sessions.
- The SENDco holds meetings termly to discuss children on the SEN register.
- Teaching Assistants support a range of pupils delivering learning and therapy programmes.
- The school has both class-based TAs and TAs who support pupils individually – those who are 1:1 support assistants have training in the needs specific to their designated child
- The school is generally well-equipped with a range of learning aids and specific equipment e.g. sensory baskets, weighted blankets, height adjustable screen, reading scanning pens etc.
- The SENDco runs wellbeing / nurture groups for children requiring emotional support

#### Staff Professional Development:

- Training has taken place in SEND, co-production, dyslexia, diabetes, ADHD, Autism and there are a high number of trained first aiders, including paediatric first aiders. Health awareness training happens annually according to the needs of the children.
- We are a Dyslexic Friendly School and have been accredited with the Dyslexic Friendly Schools award from Stockport Learning Support Service. Currently (March 2021) we are the only Stockport school to have this award. This means all staff have been trained in recognising, supporting and creating Dyslexia friendly environments.
- Different members of staff have received training related to other areas of SEND. These have included:

- A ten week course related to understanding and working with children with Autism.
- How to support children with ADHD.
- How to support children with speech and language difficulties
- How to support children with physical and co-ordination difficulties.
- How to support children with dyslexia (ten week course).
- How to support children with sensory needs (hearing and vision)
- Autism in Schools (All staff)
- Pathological Demand Avoidance Training

- Staff have had training from Primary Inclusion to ensure smooth integration into mainstream school for children with additional needs

- Mental Health and Well-being:

Two senior Leaders have completed Greater Manchester Healthy Schools Training for children's mental health (complete package), two further staff have completed Greater Manchester Schools 2 day youth mental health training and two further staff have completed Greater Manchester Schools 1 day youth mental health training. Two further staff have completed a counseling course. One member of staff has completed an 8 week mindfulness with children course.

- One teacher is currently being trained on the DFE approved Mental Health practitioner programme

<i>The following details specific anticipatory activities with the aim of increasing accessibility for pupils with SEND to the curriculum, the physical environment and to information.</i>					
<b>Curriculum</b>					
Objectives	Tasks	Resources	Lead	Success criteria	Achieved?
To support reading and writing for pupils with specific learning difficulties.	Purchase of individual Dancing Bear books. 1:1 time with trained TA. Coloured acetates purchased and used. Tinted backgrounds used for flipcharts/ PowerPoints on whiteboards and cream paper for paper based resources. Use of PIRA to ensure prompt intervention	£25 per book.  Approx. £4 per sheet.  Cost of class test packs	SENDco	Pupils with specific learning difficulties make good progress.	
To support mathematics for pupils with specific learning difficulties.	Two teachers being trained in Mastery Approaches – then disseminating information throughout school. Use of visual and concrete materials throughout school Use of maths mats and maths resource baskets throughout school Coaching methods employed – staff watching specialist teachers; specialist teachers observing and supporting other staff Use of PUMA to ensure prompt intervention	Cost of supply for two teachers during training days Staff meeting time Cost of cover when staff are involved in coaching model	CM	Pupils with specific learning difficulties make good progress.	

		Cost of class test packs			
To ensure all staff are trained to support pupils with Downs Syndrome.	Training is provided on supporting Pupils with Down Syndrome. Support requested from the Inclusion Team.	Staff meeting time as needed for teachers Release TAs for training	SENDco	Staff have a good understanding on the needs of pupils with Downs Syndrome and they are fully included in school life; including the development of a life skills curriculum when appropriate	
To ensure that all staff are trained to support pupils with ASC and communication difficulties.	Staff to attend training and SaLT training All newly diagnosed children to have an ADAPT meeting and this to be followed up by SENDCo  School to work for 'Autism in Schools' Accreditation	Staff become more aware of the needs of pupils and adapt teaching to suit the child	SENDco / ASD team / LSS Teacher EE	Staff have a good understanding on the needs of pupils with ASD and they are fully included in school life.  Children are included in activities and prepared for learning.  TEACHH systems in place  PODD boards used for children who are pre-speaking	Ongoing cyclical training with staffing changes
All staff to be trained in de-escalation strategies and appropriate restraint.	New members of staff to access a Team Teach course as soon as possible after starting.  Refresher courses to be planned for staff who have previously been trained	Staff will be more confident and enabled to manage behaviour in class and around school. They will have a good understandin	Repeat every 3 years on a rolling programme	Team Teach training level 1 completed by all staff and level 2 training where appropriate  As well as this, staff training in management and understanding of PDA have a good	Ongoing cyclical training with staffing changes

		g of de-escalation strategies and restraint techniques; their safe use and impact		understanding of how language choice, facial expression and body language can have a positive or negative impact	
Develop school approach to supporting mental health and wellbeing	Offer weekly support sessions	SENCO time	SENCO	Children will have access to relevant support in school time	
	An additional member of staff to be trained on DFE Mental Health Leader	Access DFE funding	NP	The school will have additional capacity to support pupil mental health concerns	In Process
	Survey all children bi-annually to evaluate changing needs	Purchase Mental Health survey (Annual)	CW	Staff will have greater awareness of pupils with mental health needs to support in class /to refer to wellbeing sessions	
<b>Physical Environment</b>					
<b>Objectives</b>	<b>Tasks</b>	<b>Resources</b>	<b>Lead</b>	<b>Success criteria</b>	
To ensure that any building improvements support pupils disabilities and access for all stakeholders.	Be responsive to the specific needs of children commencing on school role.	As required	HT / Governors / DHT/ SENDco	Building will be accessible for all	
To ensure that any environment improvements support pupils disabilities and access for all stakeholders.	To complete planting in sensory garden	Planting list provided by PTA and Ladybrook Plant Nursery	HT / Governors / DHT/ SENDco/PTA/ Ladybrook Nurseries	Outside environment will be accessible to all and will enhance learning	

To ensure that any environment improvements support pupils disabilities and access for all stakeholders.	To replace bridge and pond dipping platform	Bridge across stream Pond dipping platform Both to be non-slip Path between the two to be wide enough for wheel chair users	HT /Governors / DHT/ SENDco/PTA	Outside environment will be accessible to all and will enhance learning	
Consider access arrangements and provision for visits – including residential visits.	Visits will be planned to take account of individual needs	All children will be encouraged and enabled to go on residential visits and adequate care and provision will be made for them.	All staff	All children will be able to go on residential visits and adequate care and provision will be made for them.	
<b>Information</b>					
<b>Objectives</b>	<b>Tasks</b>	<b>Resources</b>	<b>Lead</b>	<b>Success criteria</b>	
Children with Visual and Hearing Impairment are able to access classroom resources.	Continue to liaise with the Sensory Support Service, parents and pupils to identify the equipment/ modifications that are required.	Children with VI / HI will be able to access the curriculum fully.	SENDCO HT SSS Staff	Pupils will access all curriculum learning in a comfortable manner	

#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Teaching and Learning Committee (Governing body sub-group)

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Ladybrook's SEND Information Report
- Ladybrook's Entitlement Offer
- The Equality and Diversity Policy.
- Behaviour and Managing Relationships Policy
- Health and safety policy
- Supporting pupils with medical conditions policy
- The LA admissions policy.

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.