



# Accessibility Plan

---

LONDON MEED PRIMARY SCHOOL

## Statement

At London Meed Primary School the wellbeing of everyone in the school is influenced by our Vision.

***London Meed is a learning community that cares for and values everyone, where creativity, challenge and high expectations lead to enjoyment and success for all.***

To fulfil this need effectively we have an Accessibility Plan on the school Website. At London Meed the designated Lead member of Staff with responsibility for ensuring Accessibility is Mr J Viinikka.

Mr Viinikka can be contacted via the school office, or via the telephone switchboard on 01444232 336.

Mr Viinikka has achieved the required qualification for a SENCo, the National Award for Special Educational Needs.

Mr Viinikka is also Inclusion Manager and a member of the Leadership Team at London Meed School.

There is a school governor with special responsibility for Accessibility. Her name is Sylvia Lewis.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on every three years.

## The School Values:

### CARE

- We wish to be at the heart of our locality by working in partnership with families and the wider community.
- We enable our children to develop the essential skills for a happy and fulfilled life.

### CREATIVITY

- We strive to be a nurturing and stimulating learning community which fosters creativity, independence and a passion for learning.

### RESPECT

- All members of the school community model positive, respectful relationships.

### HONESTY

- We provide an environment that supports and celebrates learning.

## Definition of Disability

Under the Equality Act 2010 a person has a disability if 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.

## Background

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The act requires schools to have an accessibility plan aimed at:

- A. Increasing the extent to which disabled pupils can participate in the curriculum
- B. Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- C. Improving the availability of accessible information to disabled pupils

## Context

The policy sets itself in the broader context of the school and its values and vision, structures and procedures.

There are other publications that the school maintains that can read as well as this. These are accessible online via the school website or paper copies are available from the School office:

- *SEN Policy*
- *SEN Information Report*
- *Managing Medicines in School Policy*
- *Child Protection Policy*
- *Anti-Bullying Policy*
- *Good Behaviour Policy*
- *Admissions Policy*
- *Attendance Policy*
- *Assessment Policy*
- *Complaints Policy*
- *Pupil Premium Report*

## **A: Increasing the extent to which disabled pupils can participate in the school curriculum**

### **Admission Arrangements**

Applications for admission to London Meed School and also to its Special Support Centre should be made via the West Sussex Local Education Authority. London Meed School does not discriminate against any child with regard to their special need/s or disability (with regard to the Equality Act 2010, Section 9.79 of the 2014 SEN Code of Practice and Schedule 27 of the 1996 Education Act). Please see our *Admissions Policy*

on the school website. Parents and carers are welcome to arrange preliminary visits with the school.

### **Access Arrangements**

Some children require special access arrangement to be made because of their disability. This also includes visual, hearing or other impairment – or multi-sensory impairment. At London Meed school we are keen to take steps necessary to prevent pupils with a physical disability who may require additional support to access all the opportunities available to their peers being treated less favourably than other pupils. Access can be discussed and enhanced on a case by case basis.

### **Formal Curriculum**

Teaching and learning provision is modified to allow for different types of access that different children require. Teachers are expected to use their best endeavours to ensure that all pupils are able to access the taught curriculum in their classroom. Access can be enhanced with multi-sensory presentation emphasising visual, auditory or other sensory experience.

Technology is also used to enhance teaching: all classrooms have interactive whiteboards, visualisers and access to cameras, iPads and other devices as required. Specialist technology has also been acquired in the past when necessary.

### **Informal Curriculum**

Pupils at London Meed Primary School have always been able to participate fully in the wide range of activities offered beyond the academic learning consistent with the limitations imposed by any disability. This has included;

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Any special arrangements for play, recreation and other aspects of a child's social development are specifically planned for. Where appropriate these are incorporated into a child's special educational plan or other support plan.

**Provision Planning** for increasing the extent to which disabled pupils can participate in the school curriculum

Target	Strategies	Time-scale	Responsibility	Success Criteria.
All educational visits to be accessible to all	All pupils to be assessed on a case by case basis. Additional Risk Assessment to be placed on EVC	On-Going	Teacher	All pupils offered access to educational visits and opportunities for a range of activities.
All staff to be aware of the needs of pupils with a disability, mobility difficulty or other medical conditions.	To create care and/or risk assessment for individuals as required. All such plans to be distributed and displayed as appropriate	On-Going	Assistant Head Teacher	All pupils are considered in all areas of planning and teaching
Increase confidence of all staff in differentiating the curriculum	Integrated Curriculum including multi-sensory start and end public presentations to parents and carers.	On-Going	School Staff	All pupils are considered in all areas of planning and teaching
Review PE curriculum to ensure PE accessible to all	Improve staff understanding and information on accessible PE and Disability sports.	As required	PE coordinator	Staff are confident and able to differentiate PE for all
To ensure all staff have specific training on disability issues.	Coordinate training on specific issues, such as attachment or autistic disorder for individuals and or groups as required	On-Going	SENCO	To develop staff knowledge of specific disabilities raising confidence of staff.
Improve use of specialist curriculum access resources across the school	Encourage cascade peer take-up of items such as software e.g. Clicker 6 Voice recorders, writing slopes, task mats, graphic organisers, practical maths resources and high-low reading books.	Research items and purchase as and when required.	SENCO, SSC and SLT	Evidence the use of this equipment and track its usefulness.
Use ICT software to support learning appropriately	Make sure software installed and used where needed	As required	IT Coordinator SENCo Teacher	Wider use of specialist resources in classrooms

## **B: Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided**

London Meed School is committed to ensuring the greatest access that we can for all children in our care. We will use our best endeavours to promote accessibility as and when the need arises. The current accessibility of school is as follows:

Area of Building	Accessibility opportunities
School Site Entrance from Chanctonbury Road	Accessible for people using a wheelchair or with mobility difficulties Not Accessible for people using a wheelchair.
KS1 Pathway from Holmesdale Road	Potentially hazardous for those with mobility and/or visual difficulties. Access is recommended from Chanctonbury Road.
Car Parking	Reserved 'Blue Badge' Parking bay in car park
School Building Main Entrance	Accessible for people using a wheelchair or with mobility, visual and hearing difficulties
School Office	Accessible for people using a wheelchair or with mobility, visual and hearing difficulties
School Leader offices (Head/ Deputy/ Assistant Head)	Accessible for people using a wheelchair or with mobility, visual and hearing difficulties
Large School Hall (PE, Lunch, assemblies & performances)	Accessible for people using a wheelchair or with mobility, visual and hearing difficulties from inside or outside
Small School Hall (PE & Assembly KS1)	Accessible for people using a wheelchair or with mobility, visual and hearing difficulties from inside or outside
Classrooms KS2	Accessible for people using a wheelchair or with mobility, visual and hearing difficulties
Classrooms KS1	Accessible for people using a wheelchair or with mobility, visual and hearing difficulties
The Orchard areas ( Reception Year)	Accessible for people using a wheelchair or with mobility, visual and hearing difficulties
Playground KS1	Accessible for people using a wheelchair or with mobility, visual and hearing difficulties from inside or outside
Playground KS2	Accessible for people using a wheelchair or with mobility, visual and hearing difficulties from inside or outside
KS2 Playground Field	Accessibility for people using a wheelchair is variable depending on weather and condition of the ground. Potentially hazardous for those with mobility, visual and hearing difficulties
Toilets	Two wheelchair accessible toilets are available
Other teaching spaces	Less frequently used teaching spaces may have different accessibility opportunities but will be considered if they are to be used.

**Provision Planning** for improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Target	Strategies	Time-scale	Responsibility	Success Criteria.
To ensure access in and out of the coded main school doors.	To consider lowering the button to allow wheelchair users access out of the main school doors by office.		Head Teacher	All adults are able to exit the building freely
The school is aware of the access needs of disabled pupils, staff, governors, parents, carers and visitors	Put out a disability access questionnaire	Summer 2018	Assistant Head Teacher	School has feedback record of any accessibility issues raised
To ensure the school environment is monitored for accessibility	On-going audit of the school building environment.	Summer Term 2018	Premises Officer & SENCO	To produce an audit of school environment. To make adjustments or changes according to the audit outcome.

## **C: Improving the availability of accessible information to disabled pupils**

London Meed School is committed to ensuring that information is available and accessible to disabled pupils and their parents and carers. The school currently makes a number of special provisions, available to all families.

- We provide paper copies of all communications including the Newsletter where requested to parents and carers of pupils with a visual impairment or otherwise.
- Staff in the school office support and help parents and carers to access information and complete school forms.
- All pupil plans written in 'simple' English.
- School signing produced in English and other languages with visual support.
- Information available on the website

**Provision Planning** for improving the availability of accessible information to disabled pupils

Target	Strategies	Time-scale	Responsibility	Success Criteria.
Improve the delivery of information in writing in an appropriate format	Continue to provide paper copies of all communications including the Newsletter. Staff in the school office support and help parents and carers to access information and complete school forms.	Current and on-going.	School Office Assistant Head Teacher	All parents and carers to receive information in a form that they can access.
Individual Plans to be as accessible as possible.	Produce Pupil Plans in 'simple' English which are easy to access for both pupils and parents and carers.	Current and on-going.	SENCO	Feedback from parents and carers and pupils on the clarity of pupil plans. Are they easy to understand and, consequently, user-friendly?
Signs and labels to include images and languages other than English to be visible in school	Ensure that visual schedules, signs and other devices are used in classrooms. Promote some use of other languages in signage and labels.	Current and on-going.	All school staff	All classrooms and display boards include some of the requirements
Review information to parents and carers to ensure it is accessible.	Expand provision of information on the website in 'simple' English. Expand provision of 'mobile friendly' information on the school website	Current and on-going.	School Office	All parents and carers to receive information in a form that they can access.

**This Accessibility Policy must be reviewed every three years. The next review is due in spring 2021.**