



# Leigh and Bransford Primary School

## Accessibility Plan

### Vision and Values

Our vision is to continue to improve the facilities and access for all members of our school community. We are dedicated to a programme of improvements which allows us to address issues related to disabled access and provision of the full curriculum to pupils. We strive to remove barriers for all pupils where possible and are committed to providing access to the life of the school for all our pupils.

We are committed to the 3 principles set out in the national curriculum inclusion statement:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of Pupils.

The outcomes for all children are important and we respect the individual needs of everyone. Our pedagogy, philosophies, values, beliefs and actions aim to promote and ensure equal opportunities for all.

### Information and Data

The Equalities Act (2010) defines a disabled person as someone who 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.

The following documents will support the Accessibility Plan and will directly influence the proposed actions/targets of this plan:

1. Statement on the school's website inviting queries regarding provision of services in relation to the Equalities Act (2010) from parents, carers, governors and other users of the school's premises.
2. Consultation with the School Council and with children who may have a disability.
3. Letter to staff issued by LA asking for information with regard to disability.

4. Staff discussions regarding access issues.

5. Annual review by the schools' governors (Buildings and Finance) of the Accessibility Plan.

Adjustments will be made in the light of any comments made as appropriate.

### **Coordination**

The Headteacher will coordinate the plan in direct consultation with all stakeholders

### **Availability of the Plan**

A copy of the plan is available on request from the School Office and on the school website.

Telephone: 01886 832342

Website: <http://www.leighbransford.worcs.sch.uk>

## Plan Details

	<b>Target</b>	<b>Action</b>	<b>Timescale</b>
<b><u>Site Access/Facilities</u></b>	Ensure access to school buildings and site is as good as is reasonably practicable (see Schedule below).	Set out clearly limitations of site in school information.	Ongoing
	Ensure classrooms are organised appropriately to meet specific needs.	Plan layouts and resources in accordance with needs. Relocate provision of special resources if necessary.	September 2020
	To ensure the new planting areas in the grounds of school have plenty of access around each bed and that some sensory plants are planted within this area.	To ensure that parents/staff/pupils have easy access into and around planting area.	September 2020
	To investigate the forest school area to ensure as much access as possible.	To ensure that pupils have dignity around toileting/hygiene needs.	September 2020
<b><u>Curriculum Access</u></b>	Identify areas of need in lesson planning and delivery.	Ongoing staff training. Purchase of specific equipment to support needs.	Ongoing
	Ensure access to ICT equipment is a priority where appropriate for those identified as having a specific need.	Appropriate deployment of resources.	December 2020
	Strive to include those with specific needs in as many curriculum activities.	Risk assess each activity, adapt and deploy support as necessary.	Ongoing
	SENDCo undertaking SENDCo national award to ensure best possible knowledge.	To inform and advise all staff on pupils with SEND	July 2020
	The schools SEN and Inclusion Coordinator ensures that the appropriate resources are provided for pupils with SEN or have additional needs or disabilities. Where appropriate additional adults are employed to meet the needs of pupils with SEN or have additional needs	To raise attainment for all pupils	Ongoing

	of disabilities		
	The curriculum is continuously monitored and amended to meet the changing needs of all pupils... we do not believe that 'one size fits all'. The school uses insight tracker online to track progress and the schools SMT carry out Pupil Progress meetings termly, track the progress of groups of pupils (SEN, PPG etc) EHCPs are reviewed annually	To have a sustainable approach to raising progress and attainment for all pupils irrespective of ability, disability and SEN need.	Ongoing
<b><u>Access to Information</u></b>	Provide newsletters and other documents in alternative form if required.	Use coloured paper, larger print and/or audio formats.	Ongoing
	All signage around school is clear	To ensure that all pupils are aware and feel included in the day to day running of the school.	December 2020
	Visual timetables to be prominently displayed in all classrooms	To ensure that all pupils know 'what is coming next' so that anxiety levels are kept to a minimum and they feel prepared for the next part in their learning.	September 2020

### **Schedule of Physical Limitations to Site**

- A. Although entrances are wide there are no handrails or ramps.
- B. There are small steps out of the building in some areas.
- C. The Forest School area is on bumpy and uneven ground