

# Ullesthorpe CE Primary School



## Accessibility Plan

**2024-2027**

### **Introduction**

The purpose of this plan is to show how Ullesthorpe CE Primary School intends to maximise the accessibility of our school for disabled pupils, staff, parents and all visitors. Ullesthorpe is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Local Governing Body are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

## **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.

## **Current range of disabilities or medical needs at Ullesthorpe CE Primary School**

The school has children with a range of disabilities and additional needs which include Achondroplasia, Cystic Fibrosis, Asthma, severe food allergies, Autism Spectrum Disorder, ADHD, Dyslexia, other learning difficulties (SEN Support). When children enter our school with specific disabilities, we will make contact with LA professionals for assessments, support and guidance for the school and parents.

We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Written permission is sought from any parent whose child has need of medication or medical intervention, including asthma. Some children have allergies or food intolerances/cultural food choices and this information is shared with the caterers who provided an individualised menu.

All medical information is collated in Arbor and is available to relevant staff by levelled access.

We have trained First Aiders who hold current First Aid certificates with paediatric first aid training included.

All medication is kept in the school office, or refrigerated within staff only areas, in a safe and secure location which gives easy access to First Aiders and other staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and dosage and duration of the prescription. All medication that is given is recorded.

## **Our Aims**

In accordance with our mission statement, which seeks, through nurturing our Christian values, for all children to 'Learn Together, Grow Together, Shine Forever', we are committed to using our best endeavours to provide an appropriate and high quality education for all children at Ullesthorpe CE Primary School which enables them to:

- Achieve their best, realising that there are no limits to their potential
- Become confident individuals, living fulfilling lives in a diverse society
- Make successful transition to their next phase of education

### **Key objectives of the Accessibility Plan:**

- To increase the extent to which pupils with disabilities can participate in the school curriculum.
- To improve the physical environment of the school in order to increase the extent to which pupils with disabilities are able to take advantage of education and associated services provided by the school and which allow visitors, parents and carers better access.
- To improve access to information which is of a written nature to both pupils and adults who have a disability.

Our school aims to promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. This involves providing access and opportunities for all without discrimination of any kind. We are a safe school, committed to improving children's confidence and self esteem . We know that safe and happy children achieve.

Children with additional medical needs i.e. diabetes, asthma, severe allergies, those with regular medication and special diets are catered for and staff receive relevant training to support them with their daily needs.

We will endeavour to make all reasonable adjustments to ensure that we comply with legislation and within our funding agreement. Where an adjustment is not financially within our capability we will endeavour to seek outside funding from the Local Authority.

### **Procedures**

This section outlines the main activities and considerations which Ullesthorpe undertakes or is planning to undertake, to achieve the key objectives.

#### a. Increasing the extent to which disabled students can participate in the school curriculum

We see this as covering not only teaching and learning but also the wider curriculum such as school clubs, leisure, sport and cultural activities and school visits.

- Year on year planning and reviewing for a more inclusive curriculum
- Tailored resources
- Using resources which include representative examples of pupils with disabilities and difference
- Enrichment opportunities to widen inclusion and access e.g. Barefoot Yoga; Inclusive sports etc
- Changes to teaching and learning arrangements i.e. adaptive learning (differentiation) and appropriate targets
- Classroom organisation
- Deployment of auxiliary aids if needed
- Support from external agencies and learning support teams i.e. Hearing Support, Autism Outreach, SALT, etc
- Family Support Worker support and liaison role with home, school and other agencies
- Information and training for staff and the Local Governing Body (LGB) to continue to raise awareness on equality issues and policies
- Information sharing with relevant staff to support the child's needs
- SENCo available to give expert support and guidance for adaptation and funding
- All SEN children have an individualised plan (Pupil Passport) and parents are involved in the target setting
- ELSA expertise to support access for those with SEMH related needs
- Support staff 1:1 or small group work

#### b. Improving the physical environment of the school

We see this as attempting to 'increase the extent to which disabled students are able to take advantage of education and associated services'.

- Visual improvement i.e. large print resources,
- Signs and pictorial/symbolic representations (Communication Champion role)
- Improvements in the acoustic environment
- Adapted furniture
- Small support equipment such as wobble cushions, pencil grips, overlays, coloured paper
- Disabled toilets/showers
- Washing machine facilities
- Ramps
- Disabled parking spaces
- Steps e.g. toilets
- External hard surfaces
- Fire alarm procedures (PEEPs)
- Lighting

- Room access

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings. The school conducts regular H&S Walks and considers keeping the school site accessible and safe for all.

#### c. Other Facilities and Provision of Information

The school will make itself aware and consider providing information in alternative formats when required or requested.

- Modified assessment materials
- Modified resource and support material for general day to day activities and learning, including IT facilities
- Specialist arrangements for assessments i.e. KS2 SATS (extra time applied for, use of amanuensis, large print, etc)
- Open door policy
- Health care plans
- Staff trained in necessary health care i.e. ELSA SEMH needs trained
- SEN coffee mornings or drops ins
- Letters available on request in large print
- When arranging trips and other special events, we will consider how we can accommodate disabled persons or those with medical needs, food allergies etc. We aim not to exclude anyone.
- Sharing of information (with parental consent if this involves personal details), as required to keep our children safe, or to ensure they can participate in activities with adaptations, between school and other regularly used providers i.e. The Den, sports clubs, PTA. An example of this would be food being served at a special event and a child attending with a severe allergy, so that alternatives can be purchased.

EAL children should not be regarded as having a disability if they speak another language as their first language at home, but they should be supported as required so that they can access learning.

**The ACTION PLAN below sets out what has been identified to further achieve these aims:**

| <b>Objective</b>  | <b>Action</b>   | <b>Monitoring</b>      | <b>Cost £</b> | <b>Target timescale</b>   | <b>By whom</b>                                  | <b>Review / success criteria</b>                                  |
|---|---|------------------------|---------------|---|---|---|
| to provide specialist equipment or software required            | SENDCo to assess and request any necessary inclusive purchases: Reading pen? dictation software? Wobble cushion, overlays, concentration device and pencil grips. | SENDCo<br>HofS         | to be quoted  | Ongoing   | EC  | equipment in place to aid learning and accessibility              |
| to be aware of temporary & permanent physical disabilities      | to provide a PEEP for any person regularly onsite who has a permanent or temporary disability which would mean they need assistance to evacuate safely            | BP<br>HofS<br>Class Ts | 0.00          | Ongoing   | Ts and HofS to inform relevant staff and office | All persons who need a personalised plan have a PEEP              |
| Site safety and accessibility                                   | Termly H&S Walks  | PO<br>BP               | 0.00          | Termly  | PO & BP   | Reports in palace termly and action plans                         |
| Ongoing monitoring/assessment of all children's needs by SENDCo | SENDCo to monitor new and existing pupil needs and whether we are facilitating learning/ supporting their needs adequately  | SENDCo<br>HofS         | 0.00          | Ongoing   | EC  | Children are accommodated, included, and making learning progress |
| Additional break out space                                      | Building works during the summer of 2024 have added an additional small room, freeing up a break-out space which can be used as a low sensory room                | HofS<br>SENDCo<br>BP   | 0.00          | during 2023-24 academic year.   | JA  | additional space  |
| Review  | Diarise for annual review   | HofS &<br>SENDCo       | 0.00          | 31.01.24  | JA  | Review occurs annually  |
| <b>If needed,</b><br>Shower access for disabled children        | Create an accessible shower room if a child joins the school who has these regular needs  | HofS<br>SENDCo<br>BP   | to be quoted  | quotes during 2023-24 academic year.<br>This is beyond school budgets so external funding would be required | BPs   | Accessible children's toilet/shower in place if needed            |

This Accessibility will be published on the school website and will be reviewed and monitored.

### **Related Policies**

This Plan is linked to the following related school policies/documents:

- Health & Safety Policy
- SEND Policy
- Special Educational Needs Information Report
- Risk Assessments & PEEPS (Personal Emergency Evacuation Plans)
- Medical Conditions Policy