

Accessibility Plan

|  |  |
| --- | --- |
| Status | Statutory policy  |
| Review Cycle | Annual |
| Date written/ last review | September 2022 |
| Date of next review | September 2025 |

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

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Latchmere Academy Trust (LAT) plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
	* Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of LAT schools and physical aids to access education.
	* Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
	* Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
6. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

**Nelson Primary School Accessibility Plan 2022-2025**

# Improving the Physical Access at Nelson

An Access Audit was carried out by HT/ SENDCo and a number of recommendations made:

**If a pupil with a disability is given a place at Nelson, any adaptation will be made to accommodate pupil need.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Access Report Ref.** | **Item** | **Activity** | **Timescale** | **Cost**£ |
| 1. | UNEVEN AREAS IN PLAYGROUNDS ARE A TRIP HAZARD | Repaint/paint white lines to mark level transitions.Retarmac the playground to ensure less hazards. | Ongoing: monitored regularly during health and safety walks.September 2025 | £100£10,000?? |
| 2. | ACCESS TO FOREST SCHOOL AREA DIFFICULT IN WINTER DUE TO SLIPPERY MUD | Identify most suitable solution for access via the Y1 classrooms, e.g. gravel pathway. | September 2024 | £400 |
| 3. | PROVIDE DISABLED BADGE HOLDER ACCESS TO STAFF CAR PARK | Identify number of parents that are currently disable badge holders.Establish if there are sufficient spaces.Consider how and when parents can access the car park for ease of drop off and pick up. | September 2024 | £400 |

# Improving the Curriculum Access at Nelson

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Target | Strategy | Outcome | Responsi-bility | Time-frame | Achievement |
| Audit of pupil needs and staff training to meet those needs. | Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and futureaspirations.Quality first teaching across the school. | Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been madeavailable. | SENDCo and SLT | Ongoing | All school activities are accessible to all disabled pupils |
| All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils | Review all out-of-school provision to ensure compliance with legislation | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislativerequirements | SLT and officemanager | Ongoing | All out of school activities are accessible to all disabled pupils |
| Classrooms are organised to promote the participation and independence of all pupils | Review and implement a preferred layout of furniture and equipment to support the learning process in individual classbases | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils | Teaching Staff and SENDCo | Start of each year | Increase in access to the National Curriculum |
| Training for Awareness Raising of Disability Issues | Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school | Whole school community aware of issues relating to Access | SENDCo and SLT | Ongoing | Community will benefit by a more inclusive school and social environment |

**Improving the Delivery of Written Information at Nelson**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Target** | **Strategy** | **Outcome** | **Responsibility** | **Time frame** | **Achievement** |
| Availability of written material in alternative formats when specifically requested. | The school will make itself aware of the services available for converting written information into alternative formats. | The school will be able to provide written information in different formats when requested for individual purposes | Office/SLT/ SENDCo | Ongoing | Delivery of information to disabled pupils improved |
| Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested. | Review all current school publications and promote the availability in different formats when specifically requested | All school information available for all who request it. | Office/SLT/ SENDCo | Ongoing | Delivery of school information to parents and the local community improved |
| Review documentation with a view of ensuring accessibility for pupils with visual impairment | Get advice on alternative formats and use of IT software to produce customised materials. | All school information available for all who request it | Office/SLT/ SENDCo | Ongoing | Delivery of school information to pupils & parents with visual difficulties improved. |

**Latchmere School Accessibility Plan 2022-2025**

# Improving the Physical Access at Latchmere School

An Access Audit was carried out by DHT/ SENDCo and a number of recommendations made:

**If a pupil with a disability is given a place at Latchmere School any adaptation will be made to accommodate pupil need.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Access Report Ref.** | **Item** | **Activity** | **Timescale** | **Cost**£ |
| 1. | LIFT INSTALLED TO GIVE ACCESS TO TSVS | Ensure access is available to TSVS by installing a lift- room has been identified for this in the plans | When necessary |  |
| 2. | UNEVEN AREAS IN PLAYGROUNDS | Repaint/paint white lines to mark level transitions. | Ongoing: monitored regularly during health and safety walks. | £100 |
| 3. | RAMPED ACCESS TO ALL EXTERNAL DOORS | Ensure access is available to all classrooms by having sloping doorways. | When necessary |  |

# Improving the Curriculum Access at Latchmere School

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Target | Strategy | Outcome | Responsi-bility | Time-frame | Achievement |
| Audit of pupil needs and staff training to meet those needs. | Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and futureaspirations.Quality first teaching across the school. | Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been madeavailable. | All staff/ TSVS Team | Ongoing | All school activities are accessible to all disabled pupils |
| All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils | Review all out-of-school provision to ensure compliance with legislation | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislativerequirements | DHT/ WACmanager | Ongoing | All out of school activities are accessible to all disabled pupils |
| Classrooms are organised to promote the participation and independence of all pupils | Review and implement a preferred layout of furniture and equipment to support the learning process in individual classbases | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils | Teaching Staff and TSVS Team | Start of each year | Increase in access to the National Curriculum |
| Training for Awareness Raising of Disability Issues | Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school | Whole school community aware of issues relating to Access | TSVS Team and SLT | Ongoing | Community will benefit by a more inclusive school and social environment |

**Improving the Delivery of Written Information at Latchmere School**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Target** | **Strategy** | **Outcome** | **Responsibility** | **Time frame** | **Achievement** |
| Availability of written material in alternative formats when specifically requested. | The school will make itself aware of the services available for converting written information into alternative formats. | The school will be able to provide written information in different formats when requested for individual purposes | Office/SLT/ Inclusion team | Ongoing | Delivery of information to disabled pupils improved |
| Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested. | Review all current school publications and promote the availability in different formats when specifically requested | All school information available for all who request it. | Office/SLT/ Inclusion team | Ongoing | Delivery of school information to parents and the local community improved |
| Review documentation with a view of ensuring accessibility for pupils with visual impairment | Get advice on alternative formats and use of IT software to produce customised materials. | All school information available for all who request it | Office/SLT/ TSVS | Ongoing | Delivery of school information to pupils & parents with visual difficulties improved. |