

# Moorland Hub Schools Accessibility Plan 2023 - 2025

## Lydford Primary School

At Lydford Primary, we value each person equally and seek to cultivate respect for one another. Everyone should be given opportunities to succeed and we believe it is a fundamental right that each person be given support to reach their potential. Diversity, disability and difference should be understood and valued by students, parents/carers and staff.

### **Disability**

A person is disabled “if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities”. This includes physical disabilities, sensory impairments, learning disabilities and some specified medical conditions: HIV, multiple sclerosis and cancer are all considered disabilities, regardless of their effect.

*It is important to note that because a pupil has a disability this does not necessarily mean that he/she has special educational needs.*

### **The Aim of the Accessibility Plan**

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. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

All our school will seek to anticipate need and respond accordingly, where practicable and when considered a reasonable adjustment.

The Accessibility Plan covers three main strands:

**Increasing the extent to which disabled pupils can participate in the schools' curriculums.**

This strand seeks to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and curriculum organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training. Schools will be expected to plan to improve progressive access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of pupils.

**Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.**

This strand covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

**Improving the delivery of information to pupils with disabilities.**

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. The information should take account of the pupils' disabilities and views expressed by pupils and their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including worksheets, timetables, school examination papers, newsletters, information about school events, trips and extra-curricular provision could be made accessible to all those with a disability.

## STRAND A : INCREASING ACCESS TO THE CURRICULUM

Target	Actions	Resources	Time frame	Outcomes
Continue to develop range of learning resources that are accessible for pupils with different disabilities and enhance access to areas of the curriculum.	Subject co-ordinators to review resources in their curriculum areas; Learning walk to see resources in use and audit of gaps. SENDCO advises and support staff in identification of appropriate resource and support subject communities for inclusion.	Budget required as appropriate	2023/24	Effective range of resources in place to ease access to all areas of the curriculum. Resources well organised and staff and children familiar with what is available and how to use it.
Develop staff and Governor/Trustee knowledge of learning /physical disabilities and the Graduated Response used to support pupils.	Provide information on types of SEND to all staff and Governors/Trustees - linked to the descriptors in Devon's Graduated Response Tool.	N/A	2023/24	Staff aware of graduated response used to support pupils at universal, targeted and specialist provision.
Ensure staff awareness of students' needs.  Ensure staff are providing a low arousal environment and making reasonable adjustments for children with SEND	Ensure SEND registers are kept updated as pupils needs are recognised, and that staff are aware of the types of need within the school. Regular support from SENDCO to raise awareness, support planning and meet needs. Regular CPD from SENDCo to support children with additional needs	N/A	Termly	SENDCO reviews and updates the SEND register for each school at least half termly and when required.
Ensuring that disabled pupils and pupils with additional needs have equal access to extra-curricular/school trips.	Enhanced risk assessments in place for pupils at risk when planning off-site trips.	N/A	Ongoing to reflect need	Enhanced risk assessments in place for pupils deemed at risk/a risk. All pupils have participated in off-site activities.
Improve provision and understanding of needs of children and adults with physical impairments, including staff training if required	Close working partnership with visual impairment (VI) team, Hearing impairment (HI) team and physical difficulties (PD) team including staff training and review of resources. Ensure Physio and OT assessments and recommendations are at the core of provision in school.	Budget required as appropriate – health/advice used	When required	Children/adults with sensory impairments and physical disabilities (and their parents) feel well supported with excellent access to curriculum and make good or better progress.

Disability equality issues are incorporated into the Citizenship/PSHE curriculum.	Develop lesson plans to embed into the new DMAT Curriculum and ensure that key dates across the year reflect diversity and inclusion.	Materials / regular review of books and authors available for students Subject leader time to review and feedback to staff	Ongoing	Pupils and staff have greater understanding of disability issues. Pupils are able to talk about disability ii
Wider curriculum and curriculum guarantee is accessible for all learners (for example, trips/visitors and clubs)	Staff plan wider curriculum opportunities with the needs of all learners considered.	Curriculum planning time for staff; consultation with SENCO to support risk assessments; barriers to participation are overcome with a team/solution focused approach.	Ongoing with curriculum planning.	All pupils have access to extended curriculum and curriculum guarantee.

### STRAND B : IMPROVING THE PHYSICAL ENVIRONMENT OF SCHOOL

Target	Actions	Resources	Time frame	Outcomes
Ensure fire procedures take account of pupils with disabilities.	Ensure that appropriate provision and places of safety have been established. Review with new intake in September and when new pupils/staff arrive in-year Create PEEP's where needed	Fire safety plan. Fire R.A	Reviewed regularly	Identified pupils are safe and have a clearly recognised set of procedures to meet their needs in case of fire. Fire safety plan reviewed and updated. Individual plan (PEEP) in place where needed and reviewed at least termly
To review and improve the accessibility of the school playground	Review the school grounds and identify actions to be taken, areas to be developed. This will include identifying aspects that may need to be highlighted for learners with a sensory impairment i.e. uneven surfaces, sudden changes in levels	Review of school ground by SLT and estates staff	December 2023	The playground will be safe and accessible for those learners with a sensory impairment.
Provide accessible accommodation for meetings with parents with physical disabilities. Ensure all information is accessible on websites or via School Coms. Ensure all parents who are not able to access information electronically are not excluded from information sharing.	Keep record of requirements, and ensure arrangements are made known e.g., Newsletters in large print where requested. New families to be consulted to see if have additional needs	Reservation of quiet accessible area.  Regular reviews of information sent out to parents to support accessibility.	Regular review All staff /Governors/ Trustees	Parents are not excluded from attending meetings and feel fully able to engage with school staff and school events Meetings arranged with suitability of accommodation considered. All information fully accessible for parents

<b>STRAND C : IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS</b>				
<b>Target</b>	<b>Actions</b>	<b>Resources</b>	<b>Time frame</b>	<b>Outcomes</b>
Make information more accessible to pupils and parents with disabilities.	Information displayed, and made available in different forms.  Reminder to parents to notify us of accessibility needs	School website area Admin and SENDCO	Review website information annually	Pupils/ parents have greater access to information. School able to respond to requests for information in alternative formats.
Make information about safeguarding more accessible for pupils with disabilities and learning needs	Review current safeguarding information available. Compare with current level of need in school and with most commonly occurring types of need/disability Ensure safeguarding information is visible and accessible according to current need Ensure safeguarding information for most commonly occurring types of need/disability is created and ready for use	DSL and SENCO review time	Spring Term 2024	Safeguarding information is accessible for the current cohort of children, the school are well prepared for most commonly occurring needs when new children arrive/start.