

St Lawrence CE Primary School



Accessibility Plan

Ref : STLAW.032

Revised: February 2020

Consultation with staff and Governors

and adoption of policy: Summer Term 2021

Review date: Spring Term 2024

1. Introduction & Overview

This accessibility plan has been developed in consultation with the LA, staff and governors of the school.

It was written to ensure that the school identify and prevent discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

Part 2 of the Special Educational Needs and Disabilities Act 2001 came into force in September 2002 and effectively introduces Part 4 of the Disability Discrimination Act 1995 to schools. The immediate requirements are that schools:

- Must not treat pupils with disabilities less favourably; and
- Must take reasonable steps to avoid putting pupils with disabilities at a substantial disadvantage.

2. St Lawrence School's Accessibility Strategy

At St Lawrence Primary School we are committed to providing a fully 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 further committed to challenging attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.

We plan, over time, to increase the accessibility provision for all pupils, staff and visitors to the school. The following areas will form the basis of the accessibility plan with relevant actions to:

- Improve access to the physical environment of the school;
- Increase access to the curriculum, incorporating extra-curricular activities and educational visits;
- Improve written information to, and signage for, pupils, staff, parents and visitors with disabilities;
- Improve access to IT facilities and the learning potential for pupils and staff with sensory and mental disabilities.

Attached are four action plans, relating to these four key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up on the completion of proposed remodelling of the school accommodation.

This accessibility plan should be read in conjunction with the following school policies and other documents. As policies are reviewed and developed they will be scrutinised for compatibility with this accessibility plan and amended accordingly adding, where appropriate, a specific statement relating to access:

- Equal Opportunities (including Racial Equality) Policy
- Health & Safety Policy (including procedures for administering medicines)
- Emergency Evacuation Procedures
- Special Educational Needs/ Inclusion Policy
- Behaviour Policy
- School Prospectus

The plan will be monitored through the Health & Safety/ SEN sub-committee of the Governors.

3. Action Plan 1

Increasing Physical Access to and Within the School				
TARGET	STRATEGIES	OUTCOME	TIME FRAME	GOALS ACHIEVED
Maintain ramps on inclines within the school grounds.	Termly H&S walkabouts to highlight any problems with surface or structure.	Ease of access for wheelchair users onto school premises.	Termly-ongoing/ maintenance as and when needed.	In place

4. Action Plan 2

Improving Curriculum Access				
TARGET	STRATEGIES	OUTCOME	TIME FRAME	GOALS ACHIEVED
Provide in class support materials: Quality First Teaching for all including SEND pupils.	Training for staff: dyslexia, precision teaching Support resources in each class	All staff able to effectively support pupils as part of the graduated response. Improved outcomes for pupils.	Academic year 2019/20	Partly in place
Provide training in manual handling.	Liase with experts/ LA – provide training for staff	Key staff trained in practical techniques of essential manual handling. School is equipped with appropriate equipment to assist.	Dependent on training course from LA H&S	In place
Administering Medication.	Review procedures and practices based on LA guidelines.	Minimum administering in school. Cleaner and safer practices. New area for medical treatment	Reviewed policy regularly	In place

5. Action Plan 3

Improving Written Information and Signage				
TARGET	STRATEGIES	OUTCOME	TIME FRAME	GOALS ACHIEVED
Written material for pupils available in alternative formats when necessary.	Research services available through the LA/ Feeder High Schools for converting written information (including signage) into alternative formats, including Braille.	School able to provide written information in different formats as and when required for individual purposes.	As and when appropriate.	In place
Make available school prospectus, newsletters and other information for parents in alternative formats when requested.	Review all current school publications and promote the availability in different formats for those that require it (e.g larger text etc)	All school information available to all.	As and when appropriate.	In place
Signs clear and helpful to all users.	Improve signage throughout the school and entrance.	Signs in and around school give clear guidance to all students, staff and visitors.	Regularly reviewed and updated as and when appropriate.	In place