

## LANERCOST C OF E PRIMAR

### SCHOOL ACCESS PL

- In drawing up the Access Plan the following were con
  - SEN governor
  - SENCO
  - Headteacher
  - Governing Body

Signed:

Mrs. Jan Allon-Smith

Chair of Governors

Mrs. Alison Clarricoats

Headteacher

- Reviewed : February 2017

Date of next review: February 2020

- Senior member of staff responsible for Access Plan: Mrs A. Clarricoats
- Linked policy documents and information sections in school prospectus :

Policy for Special Educational Needs

Equal Opportunities Policy

PSHE and Citizenship Statement

Curriculum Policy

Behaviour and Discipline Policy

Admissions Policy

**Identifying Barriers to Access**

**Appendix A – Physical Access**

Statement	Evidence	Action Required
<p>The layout of areas allows access for all pupils, such as</p> <p><b>Academic areas:</b> eg, classrooms, hall, library</p> <p><b>Sporting Areas:</b> eg, gym, outdoor sporting facilities</p> <p><b>Social areas:</b> e.g. staff room</p> <p><b>Play areas:</b> eg, playground, wet play area</p>	<p>Ramped access to main door</p> <p>Most doors are wide enough for wheelchair access</p> <p>Ramped access to school playground and field. Dacre Hall is used for PE/Drama lessons in the winter and this is now fully accessible for disabled people, including wide doors at ground level/ stair lift and a disabled toilet.</p> <p>Most doors are wide enough for wheelchair access.</p> <p>Sheltered areas created in playground.</p> <p>Ramped access to school playground.</p>	<p>Ongoing as school improvements take place</p> <p>Ongoing as school improvements take place</p> <p>Ongoing as school improvements take place.</p>
<p>Pupils who use wheelchairs can move freely around school with the exception of the step in Class 4.</p>	<p>There is one ramp in place for access to main reception area.</p> <p>Most doors are wide enough for wheelchair access.</p>	<p>Ongoing as school improvements take place.</p>
<p>Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed. Showers are available and accessible.</p>	<p>No hoist or changing bed in place. There is a shower.</p>	<p>To be reviewed as necessary. Ongoing as school improvements take place.</p>
<p>Pathways around school are safe and well signed. Parking arrangements are logical and safe.</p>	<p>All outside areas are flat or ramped. .</p> <p>Parking area safe.</p> <p>.</p>	
<p>Emergency and evacuation systems INFORM ALL pupils. Alarms are visual (flashing) as well as auditory.</p>	<p>Alarms are auditory.</p> <p>Regular fire drills take place.</p> <p>Fire inspections have taken place.</p>	<p>Fire Inspector to be asked about visual alarms.</p>
<p>Tactile signs, including lifts with tactile buttons help disabled learners to use the building.</p>	<p>Not in place</p>	<p>Signage to be reviewed and introduced should the need arise for any disabled or SEN child.</p>
<p>Signs are uncomplicated and unambiguous. School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy</p>	<p>School has been redecorated.</p> <p>Most areas contain at least 2 contrasting colours.</p>	
<p>All areas are well lit</p>	<p>Good natural light throughout is variable. Rooms with little or no natural light have daylight fluorescent tubes to increase ambient light.</p>	
<p>Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.</p>	<p>All doors are soundproofed</p> <p>All classrooms are carpeted or have sound reducing lino</p>	
<p>Furniture and equipment selected, adjusted and located appropriately, eg, height adjustable tables are available, low level sinks etc</p>	<p>Furniture is not adjustable but is at sufficient height for disabled children in all classrooms.</p>	<p>Suitable furniture and/or equipment to be purchased as required should the school have a disabled child enrol.</p>

**Appendix B – Curriculum Access**

<b>Statement</b>	<b>Evidence</b>	<b>Action Required</b>
All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.	SENCo is trained to deal with a range of issues and attends regular courses. TA and teachers have attended ASD awareness training	Further training as necessary to be undertaken should the need arise. Keep in touch with changes in legislation.
Classrooms are optimally organised for disabled pupils.	All classrooms are large and accessible. Pupils with concentration difficulties sit close to the teacher.	Re-organisation of classrooms could take place should the need arise.
Lessons provide opportunities for all pupils to achieve, ie are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate	Teachers adapt classroom teaching as necessary.	Continual monitoring of pupil needs.
All pupils are encouraged to take part in music, drama, and physical activities	All lessons are fully inclusive and there are regular opportunities.	Ongoing monitoring
Staff recognise and plan for the additional time and effort needed by some disabled pupils, eg, lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia	Extra support in literacy and numeracy is received by SEN pupils. Other support available as required.	Ongoing monitoring.
All staff plan for additional time required by some disabled pupils to use equipment	Pupil needs monitored and extra support offered as necessary	Ongoing monitoring.
Disabled pupils who cannot participate in particular activities are given alternative experiences, eg some forms of exercises in PE/sport	Pupils with disabilities are included through the offering of alternative exercises or tasks as appropriate.	Ongoing monitoring.
ICT equipment has been fitted with additional software/hardware to allow access for disabled pupils	Keyboards with large keys and colour coordinated mouse. Access as required.	Ongoing monitoring of equipment with additional hardware/software to be purchased as appropriate.
School visits are accessible to all pupils, regardless of attainment or impairment	All school visits are fully inclusive but suitability is discussed with parents where necessary.	Ongoing monitoring.
All staff have high expectations for all pupils	All pupils are expected and encouraged to reach full potential.	Ongoing monitoring.
All staff strive to remove barriers to learning and participation	Through differentiation of work and extra support as necessary.	Ongoing monitoring.

Statement	Evidence	Action
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, eg, positioning when talking to a hearing impaired learner.	SENCo monitors pupils' needs and works with staff accordingly	Appropriate training for staff etc to be undertaken when need arises
All written communication follows an agreed house style using an appropriate font and size, eg, Arial/Comic Sans Serif size 12 or larger.	All communications to children are in appropriate size, font and format and can be altered should the need arise.	Ongoing monitoring.
The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	All communications to pupils and parents / carers are in clear, simple language and format.	Annually reviewed.
The school ensures that both in lessons and parents' meetings, information is presented in a user-friendly way, eg, by reading aloud, using overhead projectors/Powerpoint presentations etc	Information is made accessible for all relevant groups by using a variety of delivery styles.	Ongoing monitoring.

**Lanercost CE Primary School Access Plan**

**Improving the Physical Environment of Schools**

Targets	Strategies	Outcome	Time frame	Goal Achieved
Maximise access of environment with low cost adaptations.	Provide disabled access to the Garden. Ensure that Garden is accessible to wheelchair users.	Good practice in accommodating needs of pupils with physical disabilities and visual impairment.  Improved surroundings for all pupils and staff	2017-20	
Take steps to reduce background noise for hearing impaired pupils.	Fully carpet every classroom	Improved acoustics in classroom. Less background noise. Improved safety and quality of surroundings through appropriate flooring.	2015-17	All classrooms now fully carpeted which has resulted in lower noise levels and improved acoustics. Additionally, the classroom has become a more comfortable and pleasant environment for staff and pupils alike.
Take steps to reduce background noise for hearing impaired pupils.	Make adjustments to improve acoustics through replacement of partition.	Improved acoustics and minimise audio disruption.  Appropriate width of door to accommodate wheelchair access	2016	New door/partition in class 2 has minimised noise disruption. Door is wide enough to accommodate a wheelchair.

Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairment	2 tone colour scheme to be used throughout classrooms	Enhance abilities for visually impaired pupils to view their surroundings.  Improve the surroundings for all pupils and staff	2017-2020	Toilets have been redecorated.
Improve access to play areas for those with mobility difficulties	Provide more areas of shelter and improve surfaces of play areas to enable easier access to those with mobility difficulties	Easier access to outdoor play areas	2016-17	A sheltered reading pagoda has been provided as well as improved surfacing under play areas.
Modifications to school make better use of space and improve KS1 toilet facilities.	New build	Provide on site facilities accessible to all. Disabled toilets provided for pupils and adults.	2010-11	Disabled toilet and infant toilets provide accessible toilets and washbasin area from class1
Improve available accommodation by extending teaching space as well as office and meeting space	School House	School house provides enhanced spaces for office, meeting and teaching use.	2017-18	
To review regularly and at least annually as part of the SIP, all areas of the school in order to ensure there are no physical barriers to access for pupils with a range of disabilities. Continue implementation of plan.	To track progress against original School Access Plan objectives.  To update the LA on progress and works carried out as part of AMP reviews.	Full physical access to the school and curriculum  Regular review of premises  Access plan progress reported within School Prospectus and in separate communication to existing parents.	Annually	

### Lanercost CE Primary School Access Plan

#### Increase the extent to which disabled pupils can participate in the school curriculum

Targets	Strategies	Outcome	Time frame	Goal Achieved
Raise attainment and increase enjoyment for pupils with special needs	Termly meeting to consider special needs identification and provision for any pupil	Identified children make more rapid progress in curricular and other targets	Termly from Autumn 2001 onwards	Meetings take place on a termly basis
Annually review risk assessment relating to	Monitor school needs and review as necessary	Training to be carried out for relevant staff regarding	Summer 2010	Increased inclusion and access to curriculum.

manual handling.		physical handling of children with special needs		Continuous review of good practice and legislation
Ensure teaching assistant support is used effectively	Annual PM meetings to review TA roles and responsibilities  Termly meeting to review allocation of TA time and teaching groups/individuals	Available TA time and expertise is monitored and evaluated regularly	Spring 2006 onwards	All teaching assistants have annual PM meetings
Training for teacher(s), TA(s) in low incidence needs as appropriate eg ASD	Application for an accredited training course	School staff able to cater for current pupil needs with less outside support	Ongoing	Referral made to access LA advice and support
Teachers make use of a range of teaching styles and differentiate according to learning styles	Identify training opportunities for whole school staff participation, discussion and implementation	Teachers use a repertoire of teaching styles and provide opportunities to accommodate a range of learning styles	Ongoing	

### Lanercost CE Primary School Access Plan

#### Improving the delivery of information to disabled pupils

Targets	Strategies	Outcome	Time frame	Goal Achieved
Review availability of written material in alternative formats	If required contact SEN Service / LA for information re adapting written materials into alternative formats	Ability of school to ensure availability of material in alternative formats as required	As necessary	
Annually review school's ability to be able to produce large print transcriptions	To produce materials in large print	School to produce large print materials as required for students	As necessary	
Annually review need to produce symbol materials	If required purchase appropriate software and training in production of symbol materials	School to respond immediately to needs of pupils requiring pictorial support materials	2008/09 and ongoing	
To maintain above practice and review on annual basis	Ask parents/carers if they prefer communications to be sent from school in a different format	Information available for parents/carers and pupils in a variety of formats	Ongoing	

