



Lauriston School

Accessibility Plan

Accessibility Plan Reviews (Version Control)

Review Date	Changes made/Details of action plan	Next Review Due Date	By Whom
July 2019	Whole plan Reviewed – Federation Plan	Summer 2021	Ms Terry Corpe

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our Federation aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination.

As a Federation we promote 'Success No Matter What!' which translates into the Schools and its staff doing everything possible to ensure that pupils are successful throughout their time with us. This relates to every area of development and also an emphasis on Growth Mindset. Pupils are encouraged to see success as progress from their own starting points as well as in Foundation Subjects and extracurricular activities.

All activities and trips are planned so they are accessible to all. However, if a child's behaviour is likely to put themselves or others at risk then an individual risk assessment will take place and if this identifies that the child will not be able to attend the trip safely then other activities will be found for the child to access at school.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

As a Federation we work as a team to look at how we can improve the accessibility of our schools. We work closely with the London Borough of Hackney who owns the buildings and advises us on Health & Safety by completing H & S surveys annually.

Our Federation's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. At Lauriston and Daubeney we have access to a lift to enable ease of travel between floors. However, at Sebright there is no lift available. When making reasonable adjustments we also need to take into account the impact any change would have on the other children and adults using the space. However, the Federation will endeavour to adapt the physical environment if required for any specific accessibility need.

Policy Ratified:

Date:

Signed: _____

Executive Head Mrs Janice Thomas

Signed: _____

On behalf of the Governors

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our schools offer a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p><i>Curriculum resources to include examples of people with disabilities.</i></p>	<p>Lead teachers to ensure that examples of people with disabilities are included in any new resources purchased where possible.</p>	<p>Curriculum Leads – Raj Dharma (Daubeney), Sian Maciver (Sebright). Naomi Julian (Lauriston)</p>	<p>31st October 2019</p>	<p>Pupils show awareness of disabilities and how people with disabilities are still able to take an active role in school activities.</p>
Improve and maintain access to the physical environment	<p>Lauriston & Daubeney Schools is a new build and is fully accessible. Adaptations are made as needed to ensure that everyone can access resources and that their individual needs are met.</p> <p>Sebright Primary School is a</p>	<p><u>All Schools</u></p> <p>Improve intimate changing facilities for children who start school not toilet trained.</p>	<p>Intimate Handling procedures to be introduced. Area identified in each school for 'nappy' changing.</p>	<p>Terry Corpe – Federation Deputy Head</p>	<p>1st September 2019</p>	<p>Pupils' toileting needs are met and parents are not called to change their children's 'Pull-ups'. Pupils do not feel different from others and develop low self esteem.</p>

	<p>listed building and so cannot be adapted for wheelchair access above the ground floor. The ground floor is fully accessible. It has parking facilities for staff and at times visitors.</p>					
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our schools use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • i-pads linked to IWBs for VI students 	<p>All classrooms display visual timetables and Makaton signs and Makaton signing is used across the school.</p>	<p>Visual timetables to be made for each class.</p> <p>Makaton signs to be introduced weekly to teach children and teachers the signs.</p>	<p>Terry Corpe – Federation Deputy Head and SENCo – Sheila Symes, Carnita Cenac, Maria Bitra</p>	<p>Starting 3rd September 2019 and established by 1st September 2020</p>	<p>Visual timetables and Makaton is seen as a part of learning and so children feel included in their class learning.</p>

4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Chair of Governors and Executive Head Teacher

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy including risk assessments
- Equality information and objectives policy
- Special educational needs (SEN) information report
- Medical Needs policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				