



Ladybridge Primary School

Accessibility Plan 2020-23

Introduction-

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. This will be reviewed every three years by the Monitoring Committee of the Governing Body. The plan reflects the core values of the school: Aiming high, being resilient, showing respect; and the school motto 'Be the best you can be'.

Definitions of SEND-

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'

(SEND code of Practice 2014)

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.' (SEND Code of Practice 2014)

The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people

- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory - it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies (including Further Education (FE) institutions, the Local Authority, maintained schools, maintained nursery schools, academies and free schools) are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.' (*SEND Code of Practice 2014*)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (*SEND Code of Practice 2014*)

The Accessibility Plan should be read in conjunction with-

1. The Local Authority admissions policy

https://assets.contentful.com/ii3xdrqc6nfw/2lhq786otieUa2WM2Ok4mw/34f01edab0c53f7d3f385ea426472e35/School_admissions_policy_and_procedures_2017_to_2018.pdf .

This states that:

- Schools may not refuse to admit a child because they feel unable to cater for their special educational needs.
- Schools cannot refuse to admit a child on the grounds that they do have a Statement of Special Educational Need (or an Education Health & Care (EHC) Plan) or are currently being assessed. There is a clear expectation under the Education Act 1996 that pupils with special educational needs will be included in mainstream schools. A parent's wishes to have their child with a statement educated in a mainstream school should only be refused in the small minority of cases where the child's inclusion would be incompatible with the efficient education of other children.
- It is Stockport Council's policy to educate children in mainstream schools, if this is the parent's wish, wherever possible. (Page 24)

2. The School Prospectus.

3. The Equality and Diversity Policy (available on the school website

<http://www.ladybridge.stockport.sch.uk/>).

4. The School Behaviour Policy (available on the school website

<http://www.ladybridge.stockport.sch.uk/>).

5. The Special Educational Needs policy (available on the school website

<http://www.ladybridge.stockport.sch.uk/>).

6. The School Offer (available on the school website <http://www.ladybridge.stockport.sch.uk/>).

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

The Accessibility Plan

All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they **must** publish accessibility plans'....'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (*SEND Code of Practice 2014*)

'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (*SEND Code of Practice 2014*). The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

Current position September 2020:

- The school building is fully accessible for pupils with physical difficulties.
- The outside play areas are flat and almost completely accessible to wheelchair users
- There are two toilets for disabled pupils.
- The school is Resourced for the inclusion of pupils with Severe and Profound Learning Difficulties (SPLD), who are supported by a two 0.5 specialist teachers and five fulltime and four 0.5 Resourced School Integration Assistants.
- The Resourced staff use Makaton signing to support learning.
- The Resourced base includes a ceiling mounted hoist.
- A mobile hoist is available for use around the school to ensure access to activities such as PE.
- Mainstream Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs) support a range of pupils, delivering learning and therapy intervention programmes.
- All staff have had training to support pupils with emotional needs, through Team Teach training.
- All staff have had training support pupils with medical conditions: recent training has taken place in SEND issues and emergency intervention for asthma, diabetes and epilepsy.
- There is a rolling programme to ensure all staff have First Aid training. All staff training qualifications last for 3 years and are renewed tri-annually.
- Teaching staff have had training support pupils with ASC; specific Teaching Assistants have had training support pupils with ASC.
- The school is well-equipped with a range of learning aids and specific equipment.
- The Learning Mentor supports a range of vulnerable pupils and their families.
- The current SENCo achieved a pass with distinction in National Award for Special Educational Needs Co-ordinators (NASENCo) qualification in July 2018.

The following details specific anticipatory activities aimed to increase accessibility for pupils with SEND to the curriculum, the physical environment and to information.

Objectives	Tasks	Resources	Lead	Monitor	Timescale for Completion
To ensure staff have access to high quality guidance and advice on SEND and Accessibility issues.	SENCo to continue to have 1 day per week dedicated time.	1 day teaching cover per week	PF (SENCo)	EH (Head Teacher)	Ongoing
	Ensure that teaching staff are aware of and implementing the Stockport Entitlement	Staff meeting	PF (SENCo)	EH (Head Teacher)	Ongoing

	Framework.				
To continue to ensure that all staff have a clear understanding of the SEND Code of Practice 2014	Training provided by the SENCo in INSET and through regular staff meetings. SENCo to attend termly network meetings	Staff meeting time Teaching cover 0.5 days per term	PF	EH	Ongoing
To continue to ensure that co-production is at the heart of all decision-making regarding issues of SEND.	Training provided by the SENCo in INSET and through regular staff meetings. SENCo to attend termly network meetings	Staff meeting time	PF	EH	Ongoing
To develop and increase space for vulnerable pupils.	SENCo to develop Family Room/ Intervention Room for use with vulnerable pupils and provide space for visiting professionals.		PF	EH	Ongoing
	The Learning Mentor continue to develop classroom for supporting vulnerable pupils (the HUB)		SR (Learning Mentor)	EH	Ongoing
	The Resourced Team to develop the Light Room and connected room for small group or one-to-one work with their pupils.		ST/ HP (Resource Teachers)	EH	Autumn 2020
To ensure that staff are trained to support pupils with emotional needs.	All the staff are trained every 3 years in TEAM Teach and new staff attend sessions at other schools.	1 day INSET every 3 years	LA trainers	EH	New staff – as necessary
		£50 new staff within 1 term			Whole Staff - Feb 2023
To ensure all staff are trained to support pupils with additional needs.	SENCo to post training opportunities.	Learning Support Service (LSS) training (LSS Buy Back)	PF	EH	ongoing
	INSET led by SENCo.	Staff meeting time	PF	EH	ongoing
To ensure staff are trained to support pupils with medical conditions.	Update staff training annually in <ul style="list-style-type: none"> • Asthma • Epilepsy • Diabetes and as required in other specific conditions.	INSET, staff meetings	EH	Teaching and Learning Committee	Sept 2020 Sept 2021 Sept 2022
		Ensure all staff renew First Aid training tri-annually.	Cost of First Aid course	EH	Teaching and Learning Committee
	Update Medical		EH/ PF/		Sept 2020

	Conditions policy annually and ensure annual parents return is gathered.		JC		Sept 2021 Sept 2022
To ensure that staff are trained to support pupils with physical needs.	Purchase and update training for all staff bi-annually in Manual handling Additional annual intensive training is provided for the Resourced staff.	£150 annually	GA (Finance Officer) GA	EH EH	Training to be provided 2021 and 2023 Oct 2020 Oct 2021 Oct 2022
To support writing for pupils with physical difficulties	Further the use of ipads and other purchased technology in classroom to support writing		PF/EH	EH	
To provide a range of physical resources to aid learning in the classroom for those with SEND.	Share existing resources or purchase new resources as necessary, eg coloured reading visors.	As needed.	PF/EH	EH	Ongoing
To ensure that any building improvements support pupils with VI.	When decorating and carpet colours are chosen the need for clear contrasts will be addressed.	Consideration at time of tendering.	EH	Resources committee	Ongoing

Monitoring

The performance of individuals continues to be monitored on a termly basis through progress meetings with the Head, Deputy Headteacher and SENCo. The performance of groups, including those with SEN and/or a disability, is reviewed termly with each class teacher.

The Head Teacher maintains a 'Discrimination Record' which details any reported incidents of discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. All such incidents will be reported within 48 hours to the Local Authority and will be included in the termly report to governors. The Inclusion Governor (Brenda Jones – Vice Chair of Governors) also checks this document on at least an annual basis.

Policy published on website September 2020

To be updated annually