



LLPS Accessibility Policy

WHY?

"Accessibility: easy to approach, enter, speak with or use."
(<http://dictionary.reference.com/browse/accessibility> 2017 definition).

This policy seeks to address the statutory requirements of the **Equality Act 2010** (which replaces the Disability Discrimination Act 1995). The Equality Act 2010 outlines any **Reasonable Adjustments** (schedule 13 of The Act) schools must make which continue to improve all aspects of access to the **Physical Environment** of the school site, access to **the National Curriculum** and improving the **delivery of information to disabled pupils** which is readily accessible to pupils who are not disabled. This enables all pupils to take full advantage of the education and associated opportunities provided by the school, and reduce any discrimination towards children, staff and parent/carers receiving services from the school irrespective of:

- Gender
- Sexuality
- Race, colour, ethnic or national origins, faith, religion or those who need support to learn English as an Additional Language (EAL)
- Disability/health/medical or special educational needs
- Age
- Attainment including those who are gifted and talented
- Socio-economic background
- Being in public care
- Risk of disaffection or exclusion
- Vulnerability
- Changing schools frequently

HOW? WHAT?

1. **Access to Physical Environment:** the physical environment is regularly reviewed by SLT, SENCo and Health and Safety Leader to ensure any access issues to the Physical Environment are addressed. All children have access to classrooms via a level threshold access. All classrooms are fitted with wide doors to accommodate wheelchair access. The following is available to support full access to the Physical Environment:

Already in place at LLPS	
One disabled car park space close to the main entrance to the building	Use of disabled access taxis and coaches for transport during school trips
Level access to the main office area and the school hall (from the office)	Clear corridors ensuring access to the site is not hindered by objects
2 disabled toilets (1 in the Junior Block and 1 in Foundation Stage)	Ramp access for certain areas of the school, including playgrounds
Suitable door width to aid wheelchair access	Suitable handrails for ramps/stairs
Suitable fire exits that support a disabled person's evacuation via use of disabled lifts, and level access to Assembly Points from ground floor	Lift access to the upstairs area of the Junior Block
Egress doors in all ground floor classrooms	All areas are accessible by ramps/lifts/flat routes

Minimum requirements for access to the buildings:

- Two level or ramped entrances [main entrance/pupil entrance - close as possible to a dropped kerb for wheelchair users.
- Handrails on all ramps, steps and stairs.
- At least one accessible toilet- with clear signage.
- Accessible canteen/full range of associated services.

2. **Access to the National Curriculum:** Warwickshire County Council have developed the Warwickshire Education Strategy (WES). Within this strategy (WE 2d), it aims for all learners to "be able to succeed in schools and settings close to home, and they will be supported towards becoming independent and employable." (WCC 2018)

At LLPS we support all children with access to curriculum according to individual needs. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required through a range of strategies including SMART Individual Provision Plans. Long Lawford Primary also actively seeks the support and advice of outside services to ensure the curriculum is accessible to all pupils. Services from



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Warwickshire currently engaged across the school to support access to the curriculum are itemised on the SEND Policy.

Pupil Groups

Pupil groups vary across the school (there are some overlaps with Pupil Groups e.g. SEMH pupils may also have another need such as P/S or HI. *This is not exclusive to SEMH children*). This information can be obtained from the school.

Quality Wave 1 teaching is regularly monitored through lesson observations, book scrutinies, Pupil Progress Meetings and Data Analysis through data collections and ASP online information. According to a variety of Data Analysis, 'Interventions' are put in place to support children with accessing the curriculum. After Data Analysis, whole school learning needs are identified and staff training given (where needed). Interventions/support currently being delivered are:

	Cognition and Learning	Social, Mental and Emotional Health	Communication and Interaction	Sensory and/or Physical
Wave 1	All children receive quality wave 1 teaching			
Wave 2	<ul style="list-style-type: none"> • Reading Buddies • Mentoring sessions (small group) • Wellcomm (EYFS) • Phonics Catch-Up • English as an Additional Language (EAL) • In class group support • Small group work • NELI • Task Boards • Visual timetables 	<ul style="list-style-type: none"> • PSHE small group activities • Circle time • Mentoring sessions (small group) • Nurture support (small groups) • Anti-bullying Ambassadors • Lunch clubs • Fiddle toys • Circle of Friends • Use of break-out space • Visual timetables 	<ul style="list-style-type: none"> • NELI • Phonics • EAL Group Language Support • Additional Link/Communication Books • Time to talk program EYFS/Year One • Socially speaking program (small group) 	<ul style="list-style-type: none"> • Interventions as directed by Specialist Teacher Service/ IDS pre school team • Fine motor skills program (NHS/OT) • Access to sensory boxes • Fiddle toys • Brain and body breaks
Wave 3	<ul style="list-style-type: none"> • Mentoring sessions (1:1) • 1:1 in-class support • Individual Provision Maps (children with SEND for learning needs) • SpLD programme (1:1) from STS • 5 Minute Box • Tailored interventions as directed by Specialist Teacher Service and Educational Psychology service • Precision teaching • Direct instruction • Communication Books as needed 	<ul style="list-style-type: none"> • Mentoring sessions (1:1) • Family support • Learning mentor check-in programme • 1:1 in class support • 1:1 Pastoral Support Plan (PSPs) • Meet and greet 1-1 • Positive Behaviour Rewards/ Trackers • Team Teach • Mid-Day Supervisor Support • Interventions as directed by Specialist Teacher Service • Communication Books as needed • Nurture provision • Drawing and Talking therapy • Lego Therapy • ELSA interventions • Circle of Adults • Art Therapy 	<ul style="list-style-type: none"> • Five Minute Box • EAL 1:1 support (In class) • 1:1 speech and language targets • Speech and language 1-1 block sessions • SALT TA interventions • Meet and greet 1-1 • Makaton (as needed) • Now/Next routines • Communication Books as needed • Interventions as directed by Specialist Teacher Service • Learning Mentor 1:1 	<ul style="list-style-type: none"> • Physiotherapy programme • Occupational Health Programme • Use of specific resources/equipment • Toileting support • Hearing Impaired support and soundfields • Visual Impaired support • School nurse team support • Interventions as directed by Specialist Teacher Service • Dough disco • Sensory breaks • Communication Books as needed • Play Therapy



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Progress is tracked and analysed on a regular basis to monitor Intervention effectiveness.

Attendance of all pupils is monitored daily and, for any pupils whose attendance drops below national expectations, the Warwickshire Attendance Service (WAS) is involved.

All children have access to other curriculum activities such as school assemblies, class performances, choir club, school council etc. All activities are differentiated according to individual needs and are fully risk-assessed (as necessary).

Long Lawford Primary School also allocates funding from the budget together with additional funding to employ additional adults to support Inclusion and Equality where appropriate.

Breakfast, Lunchtime and After School Clubs

On-site Breakfast and After School clubs are fully accessible to SEND pupils and the school will fund 1:1 support as needed to support access to these clubs.

Access to Off-site Activities

All off site activities are researched thoroughly by the class teacher with support from the SENCo and Health and Safety leader. Any training is sought in advance of any trip (such as any medical training for administering medicine – particularly for overnight stays/residential trips). All sites visited provide disabled access to the site and have disabled toilets/changing areas. Transport requirements are discussed with SENCo and Health and Safety Leader in advance. All new trips for children are researched by staff prior to the trip and thoroughly risk-assessed through EVOLVE.

Emergency Egress

All children with a physical need/ who may struggle in an emergency have a Personal Emergency Evacuation Plan (PEEP). This one-page document informs all staff working with children needing support with their Egress of the required procedures to follow. This document also outlines to any supply staff their responsibility during an evacuation. Copies of these documents are shared with the appropriate staff members and inform the School's Fire Evacuation Documents.

Adjustments to access to the National Curriculum to be made across the school in 2021-22

- Continue to regularly review Interventions and Pupil Progress
- Ensure SEND children continue to access other curriculum activities
- Continue to Improve progress of SEND pupils

3. Access to Information

School Letters and some key school policies (such as Behaviour Policy) are shared with all parents. Key policies and procedures are also displayed around the school (in classrooms and offices) for all children and adults to access. In such cases where adults cannot read/understand the letters or policies, translations are sought (through Language Line [verbal translations] and Google Translate [written translations]). Some Local Authority and Government Publications are also available in a range of languages which can be accessed by the school.

No Brail or larger print documents for visually impaired parents/members of the community are needed (as far as the school is aware) but can arrange for these to be accessed by parents at their request.

All staff (including the Governing Body) have access to the school server, however some staff with photosensitive epilepsy are able to access information via paper records, meetings and /or weekly staff briefings.

Parent Surveys are regularly sent out to gather views on a variety of areas pertaining to school life. Parents of children with SEND are represented. Views and opinions of the Parent Survey are discussed and actioned within a reasonable timeframe and results fed back.

Information about Children's Progress

The school hosts two Parents' Evenings in each academic year, as well as informing Parents of their child's progress in the form of a written report at the end of the academic year. Teachers also regularly update parents upon request. 'Language Line' is used to overcome any language barriers as well as utilising dual-



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language staff members to translate as far as possible for EAL members of the Local Community. The school website also has a 'translate' option for over 100 languages.

Other Policies Supporting Access

The Physical Environment Policy

The SEND Policy & Information Report (2021/22)

Behaviour Policy (2021)

Equality Policy (2020)

Supporting Children with Medical Needs Policy (2021)

WCC Equality and Diversity at Warwickshire County Council Statement

(<https://www.warwickshire.gov.uk/equalitypolicies>)

Other policies re: Learning and Curriculum Access are available on Google Drive. There are also WCC and Government Policies available on WCC Website.

WHO?

- Class teachers are responsible for the implementation of advice given by the SENCo and outside agencies to support full access to the Physical Environment and the National Curriculum.
- The Governing Body, SLT, SENCo and Health and Safety Lead will review, discuss and address any access issues relating to the Physical Environment and the National Curriculum within a set timeframe in accordance with the Handbook of Governance.
- The Governing Body and SLT will ensure disabled children and their parents are engaged with any accessibility issues and involved with the resolution of such issues.

Useful Resources: Other policies: WCC SEN Policy; The Equality Act (2010), Disability Discrimination Act (1995), LLPS SEND Policy and Information report; www.gov.uk/government/publications/primary-and-secondary-school-design/primary-and-secondary-school-design