Livingstone Primary and Nursery School
Accessibility Policy including Plan

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Accessibility Policy including Plan

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1. Introduction

Livingstone Primary and Nursery School is committed to providing an accessible environment which values and includes all pupils, staff, parents / carers and visitors regardless of their education, physical, medical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2015: 0 to 25 years and 'The Equality Act 2010' which sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people.

Livingstone plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

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

2. Current position

a) Curriculum

- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) Special Education Needs (SEN) team
- Liaising with external service and agencies regarding individual pupils (physical, medical, sensory, learning, behaviour)
- Using specialist teachers to support learning and to give pastoral and inclusion support
- Organising Teaching Assistant (TA) deployment to cover a mix of curriculum and learning needs
- Ensuring that, where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.
- Provision of a bank of disability specific, specialist resources, available to support individual pupil needs
- Setting clear learning objectives that are appropriately differentiated for individual pupils
- Ensuring that parents / carers and pupils are included in the target setting process
- SCERTS or pre-key stage assessment where appropriate to measure progress and achievement of individual pupils

- Encouraging the use of clear, well-presented visual aids to support the learning of all pupils
- Taking full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils
- Developing areas around the school to further enhance and develop learning, allotments, pond, music etc.
- Using a range of teaching methods and styles to facilitate access for all pupils e.g. appropriate use of language, questioning techniques, individual, pair and group work (visual/auditory/kinaesthetic)
- Buddy schemes to support vulnerable pupils
- Making every effort to enhance inclusion at all times
- Creating a culture of understanding so that all ability groups and all disabilities are accepted as part of our school community
- Development of mutual support and understanding between colleagues when working with pupils with challenging disabilities
- Targeted interventions to support emotional well-being
- Close workings with the Virtual Schools team for looked after children
- To use Makaton signing to support learning, when necessary
- Recent training has taken place in Special Educational Needs and Disability (SEND), Attention Deficit Hyperactivity Disorder (ADHD), Team Teach, Motor Skills, and there are a high number of trained first aiders

b) Physical Access

- 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 is wheelchair access to all buildings including the use of a lift
- Disabled toilet facilities are available
- Variety Club mini bus has the capability to be made wheelchair accessible through the removing of seats.
- There are room spaces to enable confidential meetings to take place with the Special Educational Needs Coordinator (SENCO), staff, support agency staff and parents / carers
- There are spaces for small group work and individualised work for targeted learners
- Access issues take priority in adaptations and improvements of the learning environment

c) Information Access

- Visual timetables and information are supported by signs/symbols for targeted pupils
- Home-school diaries for targeted children to ensure effective communication
- Provision of verbal or large print information for targeted pupils
- Parents / carers section on Virtual Learning Environment (VLE) and school website with access to policies and class activities
- Text messaging to parents / carers
- Learning resources available on Teams for children who are absent from/or unable to attend school

3. Plan for Access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure all staff (teaching & non teaching) are aware of disabled pupils. Do they have equal access to the Curriculum?	Pupils with Special Educational Needs and Disabilities (SEND) given provision map when appropriate. Share information with all agencies involved with each child	In place	SENCOs	All staff are aware of individual's needs
To ensure staff are trained to support pupils with medical conditions.	Update staff training annually e.g. Epi Pen and as required in other specific conditions. Update Medical Conditions Policy annually and ensure annual parents' / carers' return is gathered.	Annual At the point of admission of pupils	SENCOs Lead First Aider	All staff trained and confident to deal with medical conditions and Medical Health Care Plans in place and regularly updated.
To support reading & writing for pupils with	Read Write Inc Interventions and Computer Programs	On going	SENCOs English Subject Leader	Pupil needs are met in first quality class teaching and interventions

specific learning difficulties	Teacher undertaking Differentiated Work Specific Literacy Training		Specialist Teacher Class Teachers (CTs) & TAs	
To support Emotional Well-Being Pupils & Staff	Circle Time The Den Circle of Friends Social Skills PSHE	On going	Pastoral Manager Inclusion Manager DEN TAs	Pupils accessing the DEN when it is needed
PE & Healthy Eating	PE Premium Funding to be linked to Healthy Eating and Fitness	On going	PE Subject & PSHE Leader Senior Pastoral Manager Management Team (SMT)	Improved participation in Sport, levels of fitness and decrease in obesity levels

4. Improving the Physical Access

Targets	Strategies	Timescale	Responsibility	Success Criteria
To assess the access needs of disabled children, staff, governors and parents / carers	School audited for H & S and access with Site manager LA, HT and gov. F & P Committee to ensure checks carried out	On going	SENCOs / Headteacher (HT), Deputy Headteacher (DHT), Site Manager and Chair of Finance & Premises (F&P).	These are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & governors are confident that their needs are met.
Ensure all disabled people can be safely evacuated	a) Annual Review Fire evacuation plan. b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the individual child's information.	Reviewed at each Fire Alarm Testing Reported to Govs via F & P Committee	Chair of F&P, Site Manager and Fire Marshalls. HT to remind staff	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily
Ensure there are enough fire exits around school that are suitable for people with a disability.	Ensure staff are aware of need to keep fire exits clear. To make sure this is checked as part of the Health and Safety audit.	Daily	All staff / HT	All disabled personnel and pupils have safe independent exits from school

Designated car park spaces if required.	To review parking spaces for disabled access	Annually	Site Manager	Improved disabled access for disabled and wheelchair users

5. Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
When updating signage around school to ensure that they are disabled friendly	To visit other schools to see how improved signage can be implemented	On going	HT / Site Manager	All people have the appropriate information regarding school signage

6. Monitoring and Evaluation

The day-to-day monitoring and implementation of this Plan is the responsibility of the Headteacher and the Senior Management Team.

The Headteacher will report to the Governors on an annual basis regarding the effectiveness of this Plan.