



## Ludgvan School Accessibility Plan– 2021 to 2024

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## **1. Statement of Intent**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Ludgvan School, the Plan will be monitored by the SENDCo, Head Teacher and Senior Leadership Team and evaluated by the Governing Body. The current Plan will be attached to this document.

At Ludgvan School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) Ludgvan School's Accessibility Plan has been developed and drawn up based upon current information about pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Ludgvan School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Ludgvan School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils (If a school fails to do this they are in breach of their duties under the Equalities Act 2010), this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Ludgvan School Accessibility Plan relates to the key aspects of physical environment, curriculum, medical needs and information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- School Brochure
- School Improvement Plan
- Special Educational Needs Information Report
- Special Educational Needs Policy
- Intimate Care Policy

8) The Accessibility Plan for physical accessibility relates to the access of the school, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for the Governing Body will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the SENDCo, Head Teacher and Governing Body.

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## **2.Aims and Objectives**

Our Aims are:

- To increase access to the curriculum for pupils with a disability
- To improve and maintain access to the physical environment
- To improve the delivery of written information for pupils
- To fully meet the medical needs of children in our care

Our objectives are detailed in the Action Plan below:

## **3.Current good practice**

We aim to ask about any SEND, additional or medical needs in early communications with new parents and carers. For parents and carers of children already at the school, we collect information regularly and have an open-door policy to enable parents to share views or concerns; we also have parent meetings in the Autumn Term and a progress day in the Spring Term.

## **Physical Environment:**

ALL pupils have the opportunity to participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. All children can access the parts of the school that they need to with little or no adult assistance.

### **Curriculum:**

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. Staff are all aware of how they can adapt the curriculum or activity to allow all children to take part and the school do their utmost to provide resources and equipment to allow them to do so. Other issues affecting the participation of pupils, for example medical need, are addressed through the relevant policies, administration of medicines, the provision of intimate care, etc.

### **Information:**

Different forms of communication are made available to enable all pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available. Following parent feedback, school communicate with parents via Class Dojo, rather than a range of systems, to ensure this is not overwhelming. There is also an open-door policy for those who feel more comfortable meeting in person. Following the pandemic, parents are also being offered virtual meetings or phone calls, if they feel more comfortable with this format.

#### **4. Access Audit:**

The school is a single storey building with wide corridors and several access points from outside. The main entrance is on one level and accessible to wheelchair users. External doors into EYFS, KS1 and KS2 classrooms have steps. A ramp will be made available for use as required.

Internal doors are wheelchair accessible, and a disabled toilet is available, which has a handrail and a pull emergency cord. The steps from KS1 to KS2 have a wheelchair ramp.

Main parking for parents is in the school car park and at the Community Centre car park. There is one disabled bay. The school regularly has fire drills, and all staff are fully aware of escape routes.

There are changing facilities within the KS1 toilets, in line with the school's Intimate Care Policy.

#### **5. Management, coordination, and implementation:**

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

## 6. Ludgvan School Action Plan 2022-23

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Curriculum /General</b>	Ensuring all with a disability can be involved.	<p>Create access plans for individual disabled children as part of student passport process.</p> <p>Consideration to be given at admission about parents/carers' access needs.</p> <p>Enabling needs to be met where possible.</p>	<p>Pupil needs are supported.</p> <p>Achievements raised/enhanced.</p> <p>Value added.</p> <p>Suitability of present situation improved.</p>	With immediate effect, to be constantly reviewed.	

<b>Curriculum Access</b>	Train teachers and support staff to ensure they can deliver highly specialised curriculum to SEND.	Staff training.  Liaising with the parents of SEND to ensure we are effectively delivering the curriculum.	Teachers and support staff feel confident in delivering curriculum to SEND.	End of Autumn 2 2022.	
<b>Curriculum Access</b>	To ensure that ASD children are fully supported to access curriculum.	ASD awareness training to be delivered to all staff.	All staff feel confident in how to support children with ASD.  Autism champion in school and able to advise colleagues on strategies.	Ongoing	Staff member has completed Autism Champion training since last review and has delivered Autism awareness training to all staff.
<b>Information</b>	To review children's records ensuring school's awareness of any disabilities.	Information Collected about new children. Records passed up to each class teacher. End of year class teacher Annual reviews.	All staff are fully aware of all children they may have contact with.	Ongoing	SENCO has created an up to date medical register since last review.

		<p>Pupil passport meetings.</p> <p>Medical forms updated as needed for all children.</p> <p>Personal Health Plans.</p>			
<b>Physical Environment</b>	To ensure that the lift between the KS1 and KS2 area is fixed if an individual joins the school with particular physical needs.	To analyse the needs of new children joining the school and to continually review the changing needs of those at the school to determine whether the lift is required to be fixed.	All children can access facilities.	Ongoing (dependent on needs of children joining the school)	
<b>Physical Environment</b>	To ensure that all steps to outside areas are clearly marked and visible to all.	SLT to liaise school site manager.	For all children and adults to safely move from inside to outside areas.	Summer 2022	New steps installed from Year 1 classroom alongside a ramp. The steps have got blue wood beneath them, which mark them clearly.
<b>Medical Need</b>	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent discussions, liaise with external agencies, identifying training needs and	For medical needs to be fully met.	With immediate effect to be constantly reviewed.	

		establish individual plans where needed.			
<b>Intimate Care</b>	<p>To ensure that the intimate care needs of specific children are being met within the school.</p> <p>If changing facilities are required for a child in KS2, look at installing changing facilities into the disabled toilet.</p>	<p>For gloves and wipes to be stored within the Early Years and KS1 area.</p> <p>For staff to attend intimate care sessions to develop their confidence.</p> <p>For personal intimate care plans and care logs to be created for specific children.</p> <p>For a changing facility to be accessible when required.</p>	For intimate care needs to be fully met.	With immediate effect to be constantly reviewed.	<p>Gloves and wipes have been ordered and supplied to Early Years and KS1.</p> <p>Personal intimate care plans and care logs have been created for the children who require them, alongside parents.</p> <p>Staff have been signposted to intimate care sessions by the SENCO.</p>