

Ling Bob J I & N School

Leading Inspiring Nurturing Guiding – Bringing Out the Best

Accessibility Management Plan 2017-18

Review and ownership

The Accessibility Management Plan has been written by Ling Bob J. I & N School.
The policy has been reviewed and agreed by the senior leadership team and approved by governors.
The policy will be reviewed annually.

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| Title | Ling Bob J, I & N School Accessibility Management Plan |
| Version | 1.2 |
| Date | January 2017 |
| Author | Ling Bob J, I & N School |
| Approved by headteacher | January 2017 |
| Approved by governing body | 9 May 2017 |
| Next review date | (1 year from review date) |

Modification history

| Version | Date | Description | Revision author |
|---------|---------------|---------------|-----------------|
| 1.1 | November 2015 | Nov 15 update | PS |
| 1.2 | January 2017 | Jan 17 update | PS |

Section 1 - How the school delivers the curriculum

Training to support disabled pupils

Disability awareness and equality forms part of the induction process and training for staff and governors to ensure the term Disability is fully understood in terms of the context in which the school works.
This links with the Equalities Policy, The Equalities Act 2010 and the school's local offer.
Disability is understood to mean any situation where an individual, adult or child, has a barrier to engaging fully in learning or the life of the school.

On occasions where a child or member of staff is temporarily incapacitated (eg broken leg), a risk assessment is carried out and arrangements are made to support inclusion.
For other disabilities or Medical Needs, the SENCO identifies the needs of the child with other professionals and a Care Plan and training for identified staff is put in place.

Arrangements and guidelines with procedures are in place to administer essential medication or emergency treatment eg Anaphylactic – EpiPen with Care plans, Diabetes, Epilepsy etc.

To support PE, specialist support staff may be employed.
Guidelines are in place to support pupils with reduced vision or mobility.

The school has a Manual Handling Policy for lifting pupils and guidelines and procedures for use of the changing bed.

The school has an Intimate Care Policy which forms part of our Safeguarding procedures

A Risk Assessment is in place for wheelchair use

A Risk Assessment is in place for use of the lift.

Classroom organisation

Teaching groups and classrooms are organised with the needs of individual pupils in mind.

For VI pupils this is done under the guidance of the teacher of the Visually Impaired.

This includes the physical organisation of general and specialist furniture, blinds or extra lighting and equipment, laptops or specialised software.

Pupils with disabilities have Personal Emergency Evacuation Plans in place.

Teaching and Learning areas have been developed for the delivery of individual & small group intervention programmes eg SALT, physiotherapy, cooling down spaces.

Use is also made of the Sensory Room in Creations Children's Centre when appropriate

Pupils with Medical conditions have arrangements and procedures in place to meet their needs and for the Administering of prescribed medication.

Our Early Years provision provides flexible accommodation so a pupil can access learning in the most appropriate setting.

Lessons

Activities in lessons are designed to allow all pupils to succeed and feel safe.

The Visual Auditory and Kinaesthetic approach to teaching & learning caters for individual pupil learning styles.

Differentiation forms part of normal classroom activities.

Where appropriate specialist equipment is made available eg for VI pupils in PE to allow pupils to participate in activities (eg balls with sound). Other differentiated materials are available in large print, Braille, texture, CDs, laptops and iPads.

A visual timetable is used with pupils who find it helpful.

Curriculum planning is done in advance and shared with relevant staff - the VI teacher supports at the medium term planning stage and modifications are made at the point of delivery by the adults in the classroom.

Arrangements are made with the VI Team or other Teaching Assistants to prepare and organise differentiated materials.

Where appropriate pupils have the opportunity of extra swimming sessions which is supported by the school from additional funding eg VI .

Pupils work in groupings appropriate to the activity and make use of a range of equipment eg small white boards if they are unable to access the interactive whiteboards or other materials presented at a distance. Laptops, 'Maxivista' software etc are also available for recording and use is made of amanuensis where appropriate.

For specific activities disabled pupils may be withdrawn to access more appropriate learning materials eg anatomical model for a blind pupil doing sex education. Additional activities to support mobility, touch typing, Toe by Toe, etc.

Pupils are fully supported to enable them to access the full range of activities at an appropriate level. eg joining in with a movement lesson sitting down if physical conditions restricts movement (they would work within a group) Rest periods from intensive work (eg SATs – may come in later)

Use of ICT

ICT is used to support pupils to facilitate curriculum access. Large screen and font computers, magnifying screens, adapted keyboards and mice, laptops,

Braille machines, enlarging equipment and software, digital cameras, Videos & sound recorders.

Home Access via internet based software is used for curriculum and communication with parents/carers

We have an informative and user friendly website.

Communication with parents is enhanced through the use of a Text Messaging Service

Educational Visits

Activities such as educational visits are planned to allow access for all and are appropriate for those with restricted mobility or wheelchair users regarding disabled facilities.

On residential visits pupils are supported to enable them to share the experience.

Special consideration is given to VI pupils to ensure tactile or auditory experiences are available.

Staffing levels reflect the needs of pupils to enable successful participation eg Behaviour needs.

Medical needs are considered for Residential visits and pupils are supported with appropriate staffing levels or modified activities or sleeping arrangements.

Barriers

Staff are inclusive in their approach to curriculum planning and differentiate appropriately to support learning and promote independence.

Possible barriers are identified and adaptations made in good time so all pupils can share in the activities, including Extended School activities.

At transition points, staff work together, share information and pupils experience the new setting over an extended period.

On transition to secondary school pupils and families are well supported through additional accompanied visits and mobility training if necessary.

Where additional funding is available this is used to support access to extended school and locality based activities eg Support Assistant paid to support access to Extended School Club, facilitated access to community activities requested by parents for their children, eg Boys Brigade.

Support is given to parents to raise awareness of holiday activities and assist with applications if required.

Expectations

Staff expectations are high and learning outcomes are set which are differentiated appropriately and challenging. Targets relate to prior attainment and progress is regularly monitored.

Outcome Plans, personal targets and assessment data are used to track achievement and measure progress.

Expectations are shared with staff, pupils and families and learning journeys are included in pupil reports and form the basis of discussions with parents.

Inclusion

A significant number of pupils are at risk of exclusion for a range of factors so therefore the school ethos is supportive and aspirational, using teaching strategies to enable pupils to learn, develop positive attitudes and overcome disaffection. (SEN, Refugees, Asylum Seekers, Mental Health, Medical)

Interventions are measured through assessment and target setting. Monitoring by SLT evaluates impact.

Extended School Activities

These are available to all and funding is used to support identified pupils. This includes activities beyond the school day, holiday activities and residential visits.

A proportion of Pupil Premium funding is allocated to support Extended School activities and promote inclusion of pupils including those on the SEN register, Child Protection and Vulnerable pupils.

Links are also made with other organisations eg the Youth Offending Team.

Section 2 - School Design

As with many buildings the original design did not allow for access for those with a physical disability. The school has carried out much work over recent years making use of school access initiative funding and DFC to improve physical access and signage.

Generally the adaptations made for VI pupils are in place and require routine maintenance rather than major developments. These consist of blinds, lighting, colour contrasts, door locators, finger guards, fire exit trails in Braille if required, lining to steps etc.

The school has accessible toilet facilities with a changing bed.
The nursery has an accessible cubicle with changing facilities.
The reception class toilets and infant boys toilets have a cubicle designed for disabled access
The school has a lift for wheelchair use
Fire exits are wide enough for wheelchairs and are fitted with ramps.
All new build alterations have wider doors compliant with wheelchair access.

Externally the premises have been improved at the Main entrance with the installation of a ramp.
Accessible Parking Spaces are designated at the main entrance.
Special arrangements are made for designated pupils who arrive at school by LA transport or who are brought by their parents.

Access to the nursery playground is possible with a wheelchair and play areas and activities are accessible.

The infant playground, slope zone and active zone in the junior playground areas are accessible for wheelchairs.

Seating has been installed for pupils including those who may have difficulty in standing.
Friendship benches encourage positive peer interactions for children who may feel isolated
The external areas provide safe play spaces and calm areas.
Trained Pupil Playleaders and Befrienders work to ensure everyone feels safe and valued.
Trained staff work with pupils who benefit from structured activities.
Activities are available for all in the playground promoted and led by Activity Leaders.

Adaptations have not been made as yet for hearing impaired pupils however, roving microphone systems will be used as and when necessary.

Specialist furniture is acquired to support the pupils eg specialist chairs.

Parental Links

Note is taken of parental needs eg enlarged print for letters and arrangements are made accordingly.
Parents who find other difficulties with written documentation or online access make arrangements with staff to assist with reading or form filling.
Whenever possible interpreters are used to support home school links and documentation is made available in other languages.
The school recognises that parents may be at risk of exclusion from an increasing range of factors. The school actively addresses issues positively through interventions eg the Pastoral Team, so we are aware of their needs and make provision to make them feel comfortable.
We work hard to develop positive partnerships with parents and develop parental links.
Parents are encouraged to come into school being invited in for specific events and targeted activities eg Assemblies, activity sessions.
The FS entrance area is designed to create a welcoming informal space for parents.
We signpost parents and families to support and information is available through links on the website.

Community Access

Access to adult learning is promoted through parenting courses covering a range of topics eg Strengthening Families.
We signpost activities provided by Creations Children's Centre.
Access to the building is possible in all areas of the building by wheelchair.
The Pastoral Care Team supports pupils and their families to promote inclusion and other aspects of the school's work including attendance.
EWO also works closely with families to promote good attendance.
The school develops effective Care Plans.
Arrangements for Medicines in School are in place.
Governors have a clear Lettings Policy.
The school ICT router supports Internet access for the Children's Centre and Pellon Network Centre.

Review

The plan is reviewed annually to take account of new intake and other identified priorities/areas of work. Where pupils are admitted part way through the year, care is taken to identify resource need as a priority. The needs of parents/carers are also reviewed at the point of entry or in response to changed circumstances.

The plan is also reviewed if pupils or staff experience a change in circumstances due to an accident or deteriorating progressive condition.