

Long Marton Community School Accessibility Plan 2017-2018

Purpose of the Plan

The purpose of this plan is to show how Long Marton Community School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Legal Background

Schedule 10 of the Equality Act 2010 requires the governing body of the school to prepare an Accessibility Plan setting out its proposals to increase access to education for disabled pupils in the following three areas:-

- Increasing the extent to which pupils with a disability can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery to pupils with a disability of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Long Marton Community School aims to treat all stakeholders; pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with pupils with a disability, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, in order to allow them to learn, achieve and participate fully in school life.

The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The majority of the school building and playground is accessible for all as it is on one level throughout.

The Current Range of Disabilities within Long Marton Community School

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, diabetes, ADHD and a range of allergies, such as food allergies.

We have a few children and staff who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

All medical information is collated and available to staff on the individual pupil lists, the medical file in the admin office and on the poster in the staffroom. We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a secure place in the staffroom (or specific classroom of the individual pupil eg. inhalers) which has easy access for First Aiders and staff members.

Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

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Targets	Strategies	Outcome	Time	Monitoring
Equality & Inclusion				
To ensure that all policies consider the implications of disability access	Consider during annual review of policies.	Policies reflect current legislation and ensure disabled pupils are not disadvantaged in accessing education and extended activities	On-going	Head Teacher SENCo & SEND Gov
To ensure smooth transition between year groups/schools/providers	Liaise with the receiving school when a child with special needs is due to transfer and forward as early as possible relevant information.	All necessary arrangements/equipment are in place before transfer.	On-going	Head Teacher, SENCo & SEND Gov
Develop the Gardening Club	Include in School Improvement Plan	SEN Children will gain practical life skills and enhance self esteem	2017-2018	Class 2 teacher, TA, Equality Gov
Improve the quality of teaching and learning : SIP Strategic Intention 2	Track vulnerable pupils individual progress termly and monitor provision	Improve learning for vulnerable children	2017-18	Head Teacher, Early Years lead teacher
Physical Environment				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults, including being safe and secure for autistic children, and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access, if necessary & reasonable.	On-going.	Head Teacher, SENCo, & SEND Gov, Premises Committee
Curriculum				
To continue to train staff to enable them to meet the needs of children with a range of SEND.	Equal opportunity project 2016-2017.	Staff are able to enable all children to access the curriculum.	On-going.	Head Teacher, SENCo, & SEND Gov

	Targeted staff CPD			
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children and provide equipment as needed.	Children will develop independent learning skills.	Discuss termly at pupil progress meetings	Head Teacher, SENCo, & SEND Gov
To continue to ensure that PE is inclusive and open to all – including those pupils on EHCPs for social and emotional behaviour and those with medical needs eg. diabetes	Promote inclusion through staff support and clear communication channels with parents.	All children participate fully in PE and Sport.	Discuss termly at pupil progress meetings and as and when needs change.	Head Teacher, SENCo, & SEND Gov
Written & Other Information				
To ensure that all parents and other members of the school community can access information.	Inform parents/carers that written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.	Head Teacher, SENCo, & SEND Gov