

# Lovelace Primary School Accessibility Plan (Statutory)

Date Agreed by Governing Body	
<i>Signed copies held in the school office</i>	
Chair of Committee Signature:	
Headteacher Signature:	

## Definition of disability

A physical or mental impairment with an adverse effect on the pupil's ability to carry out normal day-to-day activities. The effect must be substantial or long term.

## Vision and values

All staff and governors at Lovelace Primary School are aware of the duty to promote the new disability discrimination act. Lovelace had a detailed accessibility survey carried out in 2004. This is a duty towards pupils, staff, parents, governors and members of the wider community who have a disability and should be read in conjunction with our Equalities Scheme. We aim to ensure that the school site is accessible for those with physical disabilities and that the curriculum is accessible for all pupils regardless of their disability. We aim to remove barriers to learning so that all pupils are able to participate in all aspects of school life. We have a commitment to equality of opportunity.

## Information from pupil data and school audit

The school site is currently accessible for the majority of pupils, staff, governors and members of the community. There are ramped access points throughout the site but in some places there are still steps. There are two accessible toilets in place off the main foyer and in Willows for use by children. There are also newer accessible toilets in the north (Year 2) and west (Year 4/ 6) wings which are larger spaces. The school also has a lift which can access the first floor and a ramp is also included in accessing from the west wing of Year 6 to the main school corridor in Year 5.

Lovelace have no pupils, staff members or parents with significant mobility / physical disabilities at present, although we do have pupils with disabilities. The range of these include autism (as listed on the children's reports/ plans stating they meet the criteria for the disability register), global developmental delay, epilepsy, mild cerebral palsy, sensory processing difficulties, mild sensory impairments for example, temporary hearing loss/impairment and parents managing conditions such as epilepsy or incontinence. We do however have a number of parents who are registered as disabled including those who use guide dogs or wheelchairs/ use of walking aids.

Should a physically disabled pupil be admitted, it is our desire to enable access to the full curriculum including extra curricular activities, school visits and residential school journeys, visiting theatre groups, sports days, breakfast clubs etc.

## Increasing the extent to which disabled pupils can participate in the school curriculum

We are constantly reviewing the curriculum to ensure that it meets the needs of the pupils for whom it is intended. This is done in consultation with Special Educational Needs and Disabilities (SEND) staff in school, SEND advisory staff, ICT advisers, feeder schools, parents and other professionals who work with the individual pupils.

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We have teachers and support staff skilled in working with pupils with SEND who work together with the class teachers to ensure appropriate provision is catered for. Much of the planning for meeting the needs of pupils with SEND comes through Provision Mapping which clearly identifies the need, the provision and the personnel involved as required for those individual children. This is discussed informally on a regular basis and formally through multi professional meetings and Annual Reviews if appropriate.

### **Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

We are in a process of constant review and improvement to our site. The Governors - Resources Committee oversees the school site and, where appropriate and possible, makes improvements. In recent years this has included the ramps, parking space, signs and disabled toilets.

#### **Action**

Prioritise Improvements to the current main school disabled toilet when funding allows.

An accessible route to the upper hall on the second floor (there is only a lift to the first floor).

Improvements to lighting and acoustics in the lower school hall

Floor coverings to reduce noise and slip hazards

### **Improving the delivery of the curriculum for disabled pupils**

Staff work hard to ensure that the curriculum is accessible to disabled pupils. This includes large format photocopying, use of audio tape for instructions and recording, use of laptop for recording work, use of visual timetables, use of simplified instructions for pupils whose processing skills are slow, use of ear defenders for children with increased sensitivity to noise. About twelve classrooms have fitted hearing loops. All staff receive training as required so that they are skilled in ensuring the curriculum is accessible for the pupils they teach. Staff use lower year group's assessment tracking grid to assess children who may be not accessing their current year's curriculum. The Inclusion Managers regularly check the resources available for pupils with SEND.

#### **Action**

Consultation with groups including School Council, representative parent groups

Review curriculum planning for each activity

### **Management, co-ordination and implementation**

The governing body is aware of their responsibility for school accessibility. Accessibility is taken into account within school policy making including the SDP, SEND policy and health and safety policy. The headteacher is delegated with lead responsibility for accessibility and ensuring that the staff are well trained and that the policy is followed in practice. The accessibility plan, when agreed by staff and governors will be placed on the school website. It will be monitored by the Resources committee on an annual basis. The school has experience in managing personal evacuation plans for pupils with special needs/ disabilities or those with temporary disabilities (such as a broken leg) including 'safe' spaces in school to go to in the event of a fire if other fire exits were not feasible. These are drawn up by the Site Manager and SENDCo when required.

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Reviewed ACTION PLAN – Date of Review 2018 - last updated January 2022

Priority	What needs to be done	By Whom?	When?	What resources are required?	Evidence of success
To continue to improve physical access for pupils and adults	<ol style="list-style-type: none"> <li>1. Re-equip/refit the disabled toilet in the main building and bring it up to meet current standards.</li> <li>2. To have a wheelchair accessible path way installed around the school field.</li> <li>3. Accessible toilet in Phase 2 expansion</li> <li>4. Disabled access to the first and second floors / provision of a lift</li> <li>5. Y1 Entrance/Lobby to have accessible ramp facility</li> </ol>				<ol style="list-style-type: none"> <li>1. Not yet completed</li> <li>2. Costings not feasible at present</li> <li>3. Accessible toilet completed on ground floor of year 4 in West Wing</li> <li>4. Lift installed to provide access to first floor &amp; West Wing (still no access to second floor as LA refused funding)</li> <li>5. Portable ramp purchased for this location &amp; shared with Nest / ASC. Additional handrails provided for steps</li> </ol>
To prepare a response programme of training for all staff should a disabled pupil be admitted	Ensure SENCo fully trained to be responsive to needs that may arise if disabled pupil is admitted	KH/HP	ongoing	Time/CPD	SENCo able to disseminate good practice and information to all staff. Additional training in Personal Evacuation Plans
Review curriculum planning	As teachers renew planning to take into account accessibility needs for their class and alert LMT to resources that may need to be modified	All CTs	ongoing	Time/staff meetings	Curriculum meets the needs of pupils

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Priority	What needs to be done	By Whom?	When?	What resources are required?	Evidence of success
<b>To continue to improve physical access for pupils and adults</b>	<ol style="list-style-type: none"> <li>1. Review main pathways around school to bring up to DDA compliance where possible [Mansfield Road R to office route &amp; Nursery to Devon Way main paths showing signs that they will need replacement resurfacing]</li> <li>2. Accessible buzzer &amp; video on Devon Way Gate so gate automated and / or assistance can be provided for access needs.</li> <li>3. Evacuation provision for pupils with access needs on 1<sup>st</sup> floor [zero pupils currently] Possible evacuation chair at two locations – West Wing &amp; Upper Hall</li> <li>4. Refurbishment of Accessible / Visitors toilet to be fully compliant</li> </ol>	LA or School	<p>Dependent of funding stream.</p> <p>If LA fund through a capital program this would be managed within their schedule of works.</p> <p>If the school undertakes the works, quotes need to be obtained. Devolved Capital can then be used (or saved until a sufficient sum is achieved) to undertake the works.</p>		<ol style="list-style-type: none"> <li>1. Roadway particularly at Devon Way gate has unfortunately worsened over time and is in need of resurfacing. Vehicle gate now in operation which supports the flow of people moving around school and makes it less congested.</li> <li>2. No development on this.</li> <li>3. Evacuation provision taken into account with each PEP</li> <li>4. Toilet has been tidied and cleared which in itself makes it more accessible.</li> </ol>
<b>To prepare a response programme of training for all staff should a disabled pupil be admitted</b>	Ensure SENCOs fully trained to be responsive to needs that may arise if disabled pupil is admitted	KH/HP	ongoing	Time/CPD	<p>SENCO able to disseminate good practice and information to all staff.</p> <p>This is always ongoing depending on needs and responding to the new admittance of children.</p>

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<b>Review curriculum planning</b>	<p>As teachers renew planning to take into account accessibility needs for their class within provision mapping and alert Inclusion Team (who will liaise with site manager, SBM) to resources that may need to be modified / purchased</p> <p>Within EHCP applications consider needs at the time of plan development liaising with RBK regarding funding / resources</p>	All CTs SENCo	ongoing	Time/staff meetings	Curriculum meets the needs of pupils
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### New Plan – from Autumn 2022

Priority	What needs to be done	By Whom?	When?	What resources are required?	Evidence of success
<b>To continue to improve physical access for pupils and adults</b>	<ol style="list-style-type: none"> <li>1. Review main pathways around school to bring up to DDA compliance where possible [Mansfield Road to office route &amp; Nursery to Devon Way main paths showing signs that they will need replacement resurfacing]</li> <li>2. Consider access arrangements from first floor to the upper hall (there is currently a set of stairs to access)</li> <li>3. Ensure all pathways around the field and main school site remain in good order for children to access eg. Daily Mile and Forest School.</li> </ol>	LA or School	<p>Dependent of funding stream.</p> <p>If LA fund through a capital program this would be managed within their schedule of works.</p> <p>If the school undertakes the works, quotes need to be obtained. Devolved Capital can then be used (or saved until a sufficient sum is achieved) to</p>		<p>1. Funding applied for through SCA bid 2022, but at this moment in time it has been unsuccessful for this year's funded project.</p>

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			undertake the works.		
<b>To prepare a response programme of training for all staff should a disabled pupil be admitted</b>	<p>Ensure SENCOs fully trained to be responsive to needs that may arise if disabled pupil is admitted</p> <p>Ensure PEP template is up to date to match the school building so that it can be edited immediately for any child with a temporary disability.</p>	<p>HP &amp; KH</p> <p>NM</p>	ongoing	Time/CPD	SENCOs able to disseminate good practice and information to all staff.
<b>Review curriculum planning</b>	<p>As teachers renew planning to take into account accessibility needs for their class within provision mapping and alert Inclusion Team (who will liaise with site manager, SBM) to resources that may need to be modified / purchased</p> <p>Within EHCP applications consider needs at the time of plan development liaising with RBK regarding funding / resources</p> <p>Ensure communication is accessed with therapists to support individual needs (Occupational Therapists, Physiotherapists etc.)</p>	All CTs	ongoing	Time/staff meetings	Curriculum meets the needs of pupils