

Laleham Lea Independent Catholic School

Accessibility Policy and Plan

Accessibility Plan

ETHOS AND AIMS OF Laleham Lea School

Laleham Lea School aims to offer the highest quality of teaching and learning and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

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 students because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

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

We have an admissions policy and criteria (available to view on our website) which seek to remove barriers to entry to our school for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school as our mission statement states.

Reasonable adjustments are made whenever needed, examples of which are:-

We have provided laptop access in the classroom as needed, writing ramp and pencil adjuster, as well as a fire alarm signal (for partial hearing impairment in the classroom to ensure the fire alarm is instantly recognised): texts are enlarged at all times if necessary, personal mobile hearing device.

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

We provide written information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience. For example, at Laleham Lea School we provide Learning Support as needed on a one to one basis, access to ICT as needed as well as differentiated work (size and font) and an IEP/Education plan.

Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with staff meeting agendas / training designed to raise their awareness of disabilities/ specific learning needs and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

CONTEXT

(See also Appendix A for details related to the current academic year)

Pupils with Education Health and Care Plan (EHCP) are monitored termly and Individual Education Plans are monitored [twice yearly] to assess progress relating to their Individual Education Plan (IEP) targets or Individual Learning Plans. In addition the SENco leads formal reviews which are carried out annually.

All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips).

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of Laleham Lea School and all staff are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met.

We would make the necessary adjustments to ensure that an individual can travel to and from meetings and provide has access to all the necessary information and equipment to enable him/her to fully and actively undertake his/her role.

At Laleham Lea School we review our accessibility policy and plan at the Finance, Personnel and Premises Committee and Curriculum and RE Committee which consists of Governors, Head teacher and the SBM. -The Committees may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference enable both committees to:

1. To review [annually] the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. To make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. To prepare the school's disability inclusion, SEN and learning support
4. To prepare the school's accessibility plan and review the current plan
5. To review such plans and policies as necessary and at least on a three-year basis

we use Staff Meetings and CPD days to develop staff's understanding of disability and accessibility, priorities for our pupils with SEN and/or disabilities and priorities for our pupils' parents. The results of our review have informed our school accessibility plan for [2019-2022] which is a written action plan with targets. The plan and targets have been widely circulated to all teaching and support staff, pupils and parents.

We will regularly monitor the success of the plan and it will also be reviewed annually by the governing body and the school's disability policy review committee (as above). The governing body will report on how targets have been met in their annual report to parents (and what impact they have had on the achievements of pupils with disabilities).

ACTION PLAN

The following has been carefully considered by the school's sub- committees and is regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The results of Laleham Lea's review and continuous monitoring of the above has informed the action plan below which relates to the following ISI Regulatory Standards on special educational needs and disability:

ISI Regulatory Standard	Description
Schedule 10 3. (2)(a)	Increasing the extent to which disabled pupils can participate in the school's curriculum; E.g. access to a laptop, writing ramp, Learning support, pencil grip, enlarged texts where necessary (at all times), review if IEP to ensure accessibility for all, classroom seating arrangements, clarity of diction and understanding, as well as liaison with external expertise where appropriate to identify and implement recommended strategies to support learning needs.
3. 2(b)	Improving the physical environment of the school for the purposes of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school. E.g. Playground refurbishment, amphitheatre with ramped access and Nature Trail. Providing visible fire alarm in Yr. 1 classroom, providing personal portable hearing device.
3. 2(c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled (as necessary to address the learning needs)

Target	Standard To Be Met	Action Required	Lead	Resources Required	Evidence of Impact on Stakeholder	Target Completion Date (short/medium or long-term)
Improve physical access to facilities e.g. the Playground refurbishment and Nature Trail	Summer 2016	Improve and resurface playground and build a Nature Trail with access for all	SMT Premises Committee	Cost and contractors with PTA funding	Measure use and reduction of surface problems. Use of nature trail before, after and during school.	Both by end of summer January 2017 complete
WiFi Access Laptop access as needed Chromebooks/IPads Access as needed	Laptop use allowed Chromebook / Ipad use allowed	Access to ICT Required access to server	SENCO	LAPTOP Chromebook/IPad	Raised standards in Literacy - writing	Summer 2018 Summer 2019
Writing ramp	In place	purchase	SENCO	Ramp	Ease for hand writing and support for wrists	Summer 2017
Texts /Instructions enlarged as necessary Seating arrangements	Accessibility to texts	Staff	SENCO	resources	Developed K & U	Ongoing
Fire alarm visible signal in Yr. 1 classroom	Signal installed	Purchase and installation	SMT, Contractor	Signal	Fire alarm recognition of partial hearing impairment	Summer 2016

Portable Hearing Device	Installed	Required Portable Hearing Device	SBM	Portable Hearing Device	Improved hearing in all classrooms	April 2019
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Reviewed: June 2019

To be Reviewed: September 2021