



**L A L E H A M L E A**

A Catholic Independent Primary School for boys and girls aged 3 to 11

Mrs. Maria Reece - Acting Head Teacher

## **L A L E H A M L E A S C H O O L & N U R S E R Y**

### **A C C E S S I B I L I T Y P O L I C Y A N D P L A N**

*This is a whole school policy which applies to all sections of the school, including Early Years Foundation Stage, Out of School Care and Clubs.*

	<b>Date</b>	<b>Signed</b>
<b>Date reviewed</b>	October 2024	<i>M. Reece</i> Acting Head Teacher
<b>Ratified by the Board of Governors</b>	October 2024	<i>M Ryan</i> Chair of Governors
<b>Date of next review</b>	October 2027	



# L A L E H A M L E A

A Catholic Independent Primary School for boys and girls aged 3 to 11

## **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 “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.

Where possible, reasonable adjustments are made whenever needed, examples of which are:-

We have provided laptop access in the classroom as needed, writing ramp and pencil grip/adjuster, texts are enlarged at all times if necessary, texts printed on coloured paper, personal mobile hearing device for those who require one.

We regularly review and take steps to improve the physical environment of the school in order to increase the extent to which pupils with a disability are able to take advantage of education and associated services offered by the school. As the school is housed in an old building, possible adaptations to the structure are limited.

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 as appropriate.

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 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**

Pupils with an 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

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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 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 our Governors meetings, which consists of Governors, Head Teacher and the SBM. This enables the Governing body:

1. To regularly review 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 understanding of disability and accessibility, priorities for our pupils with SEN and/or disabilities and priorities for our pupils' parents. Our School Accessibility Action Plan can be found at the end of this policy. The plan and targets have been circulated to all teaching and support staff, pupils and parents.

We will regularly monitor the success of the plan and it will be reviewed by the Governing Body.

## **ACTION PLAN**

The following have been carefully considered by the Governing Body and are 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, wellbeing and mental health

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:

<b>ISI Regulatory Standard – Schedule 10 of the Equality Act 2010</b>	<b>Description</b>
Equality Act 2010 Schedule 10 3. (2) (a)	Increasing the extent to which disabled pupils can participate in the School's curriculum;
Equality Act 2010 Schedule 10 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.
Equality Act 2010 Schedule 10 3. (2) (c)	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Target	Strategies	Timescale	What will success look like?
Pupils, Staff, Governors and Visitors with Disabilities			
To be aware of the access needs of disabled pupils, staff, governors and parent/carers	<ul style="list-style-type: none"> <li>• Ensure the school staff and governors are aware of access issues (access to and access from)</li> <li>• Create access plans for individual disabled pupils as part of the SEND process</li> <li>• Ensure staff and governors can access areas of school used for meetings</li> <li>• Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (student or adult) becomes physically impaired</li> </ul>	As required	<ul style="list-style-type: none"> <li>• SEND objectives are in place for pupils with a disability, and all staff are aware of pupils' needs</li> <li>• All staff and governors are confident that their needs are met</li> <li>• Continuously monitored to ensure any new needs arising are met</li> <li>• PEEPS are prepared and reviewed as individual needs change</li> </ul>
Maintain safety for visually impaired people	<ul style="list-style-type: none"> <li>• Check if any pupils or staff have a visual impairment and ensure all staff are aware</li> <li>• Check lighting is working inside and out</li> <li>• Use black/yellow hazard tape where appropriate to assist with marking possibly difficult areas</li> <li>• Install flashing beacons that signal fire alarm when and where necessary</li> <li>• Provide written information to pupils in ways that are user-friendly; enlarge texts where necessary and use IT equipment where it makes visibility easier</li> </ul>	Annually and as and when new pupils join the school	<ul style="list-style-type: none"> <li>• Visually impaired people feel safe in the school grounds</li> <li>• They feel included and able to carry out their school work</li> </ul>
	<ul style="list-style-type: none"> <li>• Check if any pupils or staff have a hearing impairment and ensure all staff are aware</li> </ul>	Annually and as and	<ul style="list-style-type: none"> <li>• Hearing impaired people feel safe in the school grounds</li> </ul>

Target	Strategies	Timescale	What will success look like?
Maintain safety for hearing impaired people	<ul style="list-style-type: none"> <li>• Use black/yellow hazard tape where appropriate to assist with marking possibly difficult areas</li> <li>• Install flashing beacons that signal fire alarm, when and where necessary</li> <li>• Accommodate personal mobile hearing devices</li> <li>• Use visual aids and prompts during classes</li> </ul>	when new pupils join the school	<ul style="list-style-type: none"> <li>• They feel included and able to carry out their school work</li> </ul>
Ensure that there are enough fire exits around the school that are suitable for people with a disability	<ul style="list-style-type: none"> <li>• Ensure staff are aware of the need to keep fire exits clear – regular reminders in staff meetings</li> </ul>	Daily	<ul style="list-style-type: none"> <li>• All personnel with a disability and pupils have safe exits from the school</li> <li>• All fire exits remain clear</li> </ul>
Accessible car parking	<ul style="list-style-type: none"> <li>• Members of staff and visitors with a disability have a place to park on site</li> <li>• Doors that are wide enough to allow access to the school can be used for wheelchair mobility in a limited number of places in the school</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• There is a place for members of staff and visitors with a disability to park throughout the school day</li> </ul>
All school visits and trips need to be accessible to pupils	<ul style="list-style-type: none"> <li>• Ensure venues and means of transport are vetted for suitability</li> <li>• Develop guidance on making trips accessible</li> </ul>	Ongoing When required	<ul style="list-style-type: none"> <li>• All pupils are able to access all school trips and take part in a range of activities</li> </ul>
Review PE Curriculum to ensure PE is accessible to all pupils	<ul style="list-style-type: none"> <li>• Review PE curriculum to include disability sports</li> </ul>	Annually	<ul style="list-style-type: none"> <li>• All pupils have access to PE and are able to excel, for e.g. via support from an adult</li> </ul>

Target	Strategies	Timescale	What will success look like?
Ensure pupils with a disability can take part equally in lunchtime and after school activities	<ul style="list-style-type: none"> <li>• Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available</li> <li>• Ensure there is a way of getting pupils with mobility issues/wheelchairs to sports and the chapel</li> </ul>	As required	<ul style="list-style-type: none"> <li>• Pupils with a disability feel able to participate equally in out of school activities</li> </ul>
Ensure all staff have specific training on disability issues	<ul style="list-style-type: none"> <li>• Identify training needs at regular meetings</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Raised confidence within the staff body</li> </ul>
Ensure pupils with a disability can move around the building	<ul style="list-style-type: none"> <li>• Make sure that corridors are clear, that the classroom is on the ground floor and that toilet facilities are available</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• Pupils with a disability can get around the school, with help as required</li> </ul>
To be aware of the needs of developmental or intellectually disabled pupils, staff, governors and parent/carers	<ul style="list-style-type: none"> <li>• Ensure the school staff and governors are aware of developmental (or other) issues</li> <li>• Specific SEND requirements are addressed in the school's SEND Policy</li> </ul>	As required	<ul style="list-style-type: none"> <li>• All pupils, staff and governors are confident that their needs are met</li> </ul>
Ensure a suitable learning environment	<ul style="list-style-type: none"> <li>• Develop the physical environment to suit the pupil's needs</li> <li>• This may include safe/personal spaces, ear defenders, writing ramps, pencil grips</li> <li>• Laptops or Chromebooks are provided where these can assist</li> </ul>	As required	<ul style="list-style-type: none"> <li>• All pupils feels safe and comfortable and able to work towards their goals</li> </ul>

This policy should be read with the following policies and guidance

- The school's Safeguarding and Child Protection Policy
- Keeping Children Safe in Education - DFE September 2024
- The school's Admissions Policy
- The school's Special Educational Needs Policy

Reviewed: October 2024

Review Date: October 2027