

ACCESSIBILITY PLAN



VANTAGE ACADEMY TRUST

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*subject to any relevant changes in legislation or other appropriate guidelines

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INTRODUCTION

- 1.1 The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation the Local Advisory Board (LAB) continues to have responsibility for accessibility planning for disabled pupils. Our previous plans were incorporated into a Valuing Diversity Scheme and this plan will build on those foundations. This access plan includes data and consultation from this scheme where it continues to be relevant.
- 1.2 This plan sets out the proposals of LAB of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:
- Increasing the extent to which disabled pupils can participate in the school curriculum;
 - Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
 - Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- 1.3 It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. This plan will be reviewed in consultation with:
- School council
 - Parents/carers
 - Staff
 - Members of Local Advisory Board (LAB)
 - External partners
- 1.4 The mission statement for our school is; *Security, Equality and Positive Learning*. This encompasses all children and adults, whatever their learning, cultural, physical or emotional needs may be.
- 1.5 The agreed definition of disability, supported by the Disability Rights Commission, is: 'A person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out day to day activities. It covers physical or mental impairments, which includes sensory impairments such as those affecting

sight or hearing. The term mental impairment is intended to cover a wide range of impairments relating to mental function, including what are often known as learning disabilities.’ (From the Disability Equality Guidance document).

PLANNING DUTY 1: INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM

2.1 We will continue to:

- Provide INSET/staff training and to ensure all pupils within each lesson are able to access the content through appropriate differentiation and access strategies.
- Audit resources within each curriculum area to support colleagues in delivering high quality, lessons to meet the needs of all pupils.
- Work closely with the SENCo to monitor provision for pupils with additional needs.
- Develop close working relationships between support staff and class teachers to ensure that support is fully utilised.
- Ensure equal access for pupils with additional needs to access clubs, school visits and extra-curricular activities with considerations made for pupils when planning trips and completing risk assessments.
- Ensure pupils feel fully supported and included within the school through close links with parents and external agencies.

2.2 At Knowsley Lane we have a range of pupils who are able to function in mainstream school only with support from others.

2.3 We use a range of resources in order to enable all children to access a broad and balanced curriculum including:

- A differentiated curriculum
- A range of support staff including trained teaching assistants
- Multimedia activities to support most curriculum areas
- Use of interactive ICT equipment
- Specific equipment sourced from occupational therapy or other agencies
- Close liaison with relative outside agencies
- Close liaison with parents

- 2.4 The vast majority of our children who have Special Educational Needs come under the heading of 'learning difficulties.'
- 2.5 We work closely with external agencies to support children with social, emotional, speech and language difficulties. We also work closely with occupational therapists, educational psychologist, school nurse and behaviour support as required.
- 2.6 On entry to school, all parents fill in a medical form highlighting any medical issues and physical limitations. When appointing staff, disabled applicants are automatically given an interview. Where possible, the school accommodates the needs of pupils and staff and IEPs, risk assessments and/or PEPs are written to identify measures in place to support and avoid potential risks. This includes addressing problems such as allergies, severe asthma, haemophilia and other medical conditions.
- 2.7 All parents have entrance to the school on the ground floor which is accessed by a ramp. Regular parents meetings are held throughout the year at which time any issues regarding disability can be discussed. All parents know they are welcome to come into school at any time to discuss any changes or issues that arise regarding their child. The parental questionnaire allows for parents to comment specifically if they feel there are areas we can improve our provision.

PLANNING DUTY 2: IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION & ASSOCIATED SERVICES

- 3.1 At Knowsley Lane we have lowered the ceilings and carpeted the classrooms to reduce noise levels and to improve the acoustics for all children. The lighting all around the school has been updated to ensure lighting is up-lit. All classrooms have been fitted with interactive TVs, with higher resolution viewing. Tablets and laptops are readily available for pupils to support learning and to make activities more accessible e.g. through recording sounds/videos.
- 3.2 Knowsley Lane Primary School is a 79 year old building and as such presents a number of difficulties for physical access. The school is on four levels. Handrails are fitted to the steps throughout school. Wheelchair ramps have also been fitted alongside two out of the three sets of stairs, ensuring that all departments of the school are accessible. The Conference Suite has also been recently fitted with a large high resolution TV, this meeting room is can be accessed via the lift through the main office of the school. There are two

disabled toilets, one in the main entrance and the second, which has shower facilities is located next to the Junior Hall.

3.3 Access to the EYFS and Key Stage 1 playground is possible for disabled pupils via ramped access.

PLANNING DUTY 3: IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS (AND PARENTS)

4.1 We will continue to:

- Provide written materials in alternative formats as requested
- Provide school policies as audio resources as required.
- Hearing loop now available at reception desk for visitors with a hearing disability

4.2 Links

- Equal Opportunities and Diversity Policy
- Curriculum Policy
- Teaching and Learning Policy
- Anti-Bullying Policy
- Equality Information and Objectives Statement