

Ladysmith Federation: Accessibility Plan 2023 – 2026

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Ladysmith federation is made up of two schools on two sites – Ladysmith Infant and Nursery and Ladysmith Juniors. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Ladysmith Federation plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

1. An Accessibility Plan has been drawn up to cover a three year period. The plan will be updated annually.

2. The Accessibility Plan will contain relevant actions to:

☐ Improve access to the physical environment of the schools, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

☐ Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

□ Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

4. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

5. The Schools information pack will make reference to this Accessibility Plan.

6. The School's complaints procedure will cover the Accessibility Plan when reviewed.

7. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).

8. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

9. The Plan will be monitored by Ofsted as part of their inspection cycle.

	Area of Need	Short Term	Action by	Long Term
Environment	Maintain safe access for visually impaired people	<ul style="list-style-type: none"> • Paint edges of all external steps in yellow • Check exterior lighting is working on a regular basis • Slopes to be identifiable • Add tape around handles where necessary • Spray around tree stumps and other visual trip hazards • Ensure all carpet/vinyl areas stuck down. 	Caretakers Environmental audit by visual impairment advisory team at LINS	Re-touch faded paint New outside areas to be included in environmental audit, as they are developed.
	Toilet spaces to be fully functioning and distinguishable	<ul style="list-style-type: none"> • Steps to be available in all Accessible toilets • Clear entrance to toilets 	caretaker	To be reviewed as part of cleaning process, SEND meetings and OT/Physio visits
	Ensure children and parents can access the school and playground	<ul style="list-style-type: none"> • To create access plans for children via EHC plan, as required. 	Head of Schools to send out a reminder to parents/carers through the newsletter to let us know if they have problems with access to areas of the school.	Reviewed termly
	Trees/bushes to be kept trim	<ul style="list-style-type: none"> • Caretaker to maintain bushes and branches and clear leaves, 	Regular grounds checks by caretaker.	Long term maintenance
	Ensure everyone has access to all areas	<ul style="list-style-type: none"> • Ensure that nothing is preventing wheelchair access. • Lifts are maintained and accessible • EVAC chair is regularly checked and accessible 	Regular checks for the lifts – both schools Class teachers and PPA staff	Caretakers to liaise with Maintenance team

		<ul style="list-style-type: none"> • PEEP (personal emergency evacuation plan) in place as required and reviewed termly. • Ensure doors are fully open and secured at the beginning/end of the day • Staff awareness of outdoor learning environments, to include checking before use. 		
	Continued Support for children with hearing impairment and Auditory Processing Disorder.	<ul style="list-style-type: none"> • Soundfield systems and/or radio aids to be in full use of where children with HI/APD are present, when required. • Class laptops/tablets have re-chargeable battery kit/spare equipment to hand. • Visualizers to be used in class as universal provision. 	<p>SENCo/class teacher to make regular checks of equipment and liaise with appropriate people.</p> <p>SENDCo and class teachers to review the use of visualizers in class.</p>	<p>Continued advice from specialist agencies e.g. HI advisory team.</p> <p>PAT testing</p>
	Ensure that children can access resources adequately	<ul style="list-style-type: none"> • Store walking frames, wheelchairs etc.. appropriately • Ensure chairs and table height/s are adequate for the child • Specialist seating is in place, as needed. • Ensure that handrails are identifiable e.g. tape • Ensure lighting is adequate in all areas 	All staff to be vigilant	Ongoing checks

	Safety and security of children once they have arrived at school.	<ul style="list-style-type: none"> • Ensure that gates, entrances and exits are accessible when needed and safely secured when not. • CCTV and key pads are in use and all staff report any concerns. • PHSE input e.g. Stranger Danger • Use of High Visibility jackets • Ensure all staff are aware of children with medical needs 	All staff	Ongoing
People	Ensure that all staff are aware of the vulnerable children in the school.	<ul style="list-style-type: none"> • Needs logged and monitored on Provision Map. • Regular TA meetings – across federation. • Awareness of individual staff needs. Risk Assessments in place as required. 	All staff	PDMS/SENDCo surgery time planned at least 1 x termly for SEND
	Continue to develop staff awareness and understanding of disability	<ul style="list-style-type: none"> • Lisa Calloway to maintain Individual health Care Plan and staff training for Epipen, Epilepsy and asthma. • Maintaining awareness of mental health and wellbeing through an action plan across the federation. 	Lisa Calloway/SENDCo	PDMS planned at least 1 x termly for SEND National college mental health First aid course – Louise Williams Supporting mental health in the workplace train – ongoing.
	Provision for personal care	<ul style="list-style-type: none"> • Maintain and have access to appropriate areas and 	All staff to be aware	Regular reviews according to individual needs that have been identified.

		facilities for supporting personal care		
	Pupil voice – to improve opportunities and recording of individual pupil voices.	<ul style="list-style-type: none"> As part of the 'deep dive' process we will record the children's voice 	SENDCo, in partnership with class teachers and TAs	Reviewed regularly
Curriculum	Ensure support staff have specific training on disability issues	<ul style="list-style-type: none"> Discuss in TA meetings and TA audit/appraisals 	SENDCo to identify training needs through appraisal process	Ongoing
	All school trips and visits need to be accessible to all children	<ul style="list-style-type: none"> Ensure venues and means of transport are vetted for suitability 	Class teacher/SLT to oversee/complete necessary Risk assessments and share with staff, using 'Evolve'	Ongoing advice from appropriate specialist agencies
	Review P.E. curriculum to ensure that P.E. is accessible to all.	<ul style="list-style-type: none"> Appropriate equipment accessible Appropriate planning with adjustments for needs identified. 	PE lead/ class teacher	Ongoing advice for appropriate specialist agencies P.E. lead to review P.E. curriculum to include disability sports
	Review curriculum areas and planning to include disability awareness	<ul style="list-style-type: none"> Enrichment/planning Days Parent feedback 	Awareness of all staff	Diversity and disability awareness are an integral part of the curriculum.
	Ensure all children can take part equally in lunchtime and after school activities	<ul style="list-style-type: none"> MTA monthly meetings (infants) including awareness, training and support. Opal project (Infant school) 	Assistant Heads Lead MTA – Juniors	Ongoing reviews of provision and equipment.
	Children are fully integrated with in the classroom	<ul style="list-style-type: none"> Class teachers/TAs to support identified children within year groups. 	All staff to be aware	All children are included in the classroom and the school is fully inclusive

	ICT (including On-line learning) all children have access to the relevant digital platform	<ul style="list-style-type: none"> Children are able to use a range of ICT equipment, to include on-line learning provision. 	Class teachers	Continuity of learning opportunities
Systems	All children with more complex SEND to have a Personal Emergency Evacuation Plan (PEEP) as required	<ul style="list-style-type: none"> Add PEEP review to staff calendar and add to provision map. Share with parents. 	Class Teacher/ SENDCo	To review annually and/or when there is a significant change.
	Review safe movement around the school	<ul style="list-style-type: none"> Declutter walkways Fire alarm practises to include looking at routes out of the school – both schools Ensure coats and belongings are hung on pegs, chairs tucked in etc. 	All staff awareness caretaker	Continual checks
	Ensure health and safety documentation surrounding children with more complex SEND is fully accessible.	<ul style="list-style-type: none"> PEEPS, Moving and Handling, Risk Assessments and Intimate Care Plans to be reviewed when required and stored on Provision Map and CPOMs 	Class teacher/SENDCo	Review relevant paperwork, EHC plan review meetings. TAF reviews and Support plans.