

Lewis Street Primary – Accessibility Plan 2022-2023

At Lewis Street Primary our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they can. Everyone in our school community is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible people here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is 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 of progress of the Accessibility Plan over a prescribed period.

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 pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

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

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Lewis Street Primary is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regards to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent/carer knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent/carer and child's right to confidentiality.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to: -

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- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents/carers and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan to inform the development of a new Accessibility Plan for the ongoing period.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The Accessibility Plan will be published on the school website.

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Area of Focus	Lead	Strategies	Success Criteria	Timeframe
Improving Physical Access				
Maintain safe access around exterior of the school building.	Site Manager	Ensure that pathways are kept clear of vegetation and debris. Clear exit and entry points as per the new timings of the school day. Regular litter picks and risk assessment checks	Access is safe and unhindered along exterior pathways. Gates and doors are manned, opened and closed at correct times. School grounds are litter and clutter free.	Ongoing
Access into school to be fully compliant with Equality Act 2010 legislation.	SBM & Office Staff	Clear route through school for disabled people, allowing access to all areas. Disabled toilet on all levels in school, available to children, staff, parent/carers and visitors. EVAC chair on site. PEEPS completed as necessary	Physical accessibility of school is increased The lift allows access to all floors of the main building, for pupils, staff and visitors. EVAC chair is used daily and staff trained yearly. Emergency evacuation times are inline with safe times, when using the EVAC chair. PEEPS in place for children who struggle to evacuate in an emergency.	Ongoing
Improving Curriculum Access				
Continue to develop and enrich the dyslexia friendly practises for all pupils and families	CS and TO Teachers	Kit boxes in all Year 3,4,5 and 6 DFS approaches dovetail into all classrooms and communal spaces All paper and exercise books are cream. GL Screener used in Year 3 from Dec. Assessment papers are photocopied onto cream paper.	Dyslexia Friendly Kitemark achieved this academic year. If necessary, some children will have a formal diagnosis of dyslexia	End of 2023

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		Children with severe and traits on the screener will be referred for formal diagnosis.		
Sensory opportunities available to pupils as part of a sensory diet.	Class teachers Phase Leaders SEND support LSAs	Sensory room has 18 slots available daily for 1-1. Sensory profiles used. Sensory kit boxes available in each classroom. Work with OT as part of the Sensory Research Project.	Sensory kit boxes are used consistently and children access independently. Sensory Profiles show reduction in areas of needs. Staff and children aware of the benefits of sensory breaks as part of provision.	End of academic year 2023
Improving the delivery of written communications				
Make available letter, newsletters and other information for parents/carers in alternative formats (if requested)	HT Admin Staff	Review all current school publications and promote the availability in different formats for those that require it. We have one LSA who is vision champion and can braille to communicate.	The school will be able to provide information in different formats for individual purposes. School App used to send messages online. Consents can be signed on the app. Seesaw App used to communicate with parents and carers. Website has a translation option.	Ongoing