



Accessibility Policy and Plan

Reviewed - November 2022

Next review - November 2025

Statement

At Loose Primary School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to learn and achieve their limitless potential.

Aims

At Loose Primary School we are committed to an inclusive curriculum and increasing access to the school's facilities for all by:

- a) Increasing the extent to which disabled pupils can participate in the school's curriculum.
- b) Improving the physical environment of the school.
- c) Improving the delivery to disabled pupils of information, which is already in writing to pupils who are not disabled.

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Current good practice: We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure. Both main entrances to the school are DDA compliant and there are others which are accessible as either flat or ramped to allow for ease of access especially in the event of an emergency.

There are disabled toilet facilities available in the main school buildings for both pupils and staff. The school has internal emergency signage and escape routes are clearly marked. We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs. We consult with experts when new situations regarding pupils with disabilities are experienced.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school's website. We understand that the LA will monitor the school's activity under the Equality Act 2010 and will advise upon compliance with that duty.

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents 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 regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan will contain relevant and timely actions to:

- a) Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; 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 provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- b) Improve 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;
- c) Improve 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 preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- Equality Act 2010
- SEN & Disability Act 2001
- SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

The Accessibility Plan links closely with:

- SEN Policy
- Loose Local Offer
- Equality Policy

Audit of existing achievement/provision

PHYSICAL ENVIRONMENT

Main Building – Brook KS1 determined as being accessible as adaptations completed Oct 18 for new pupil.

- Wheel chair access via entrance to school corridors, classrooms and hall: newly installed stair lift Oct 2018 in place and hand rails on stairs
- Audible and visual fire alarm (upgraded February 2009) and audible lock down (upgrade October 2019)
- Hall has 'Sound System' to improve acoustics
- Disabled toilet near reception / hall and also lower part of the building
- Fire Alarm to Staff Room and Swimming pool installed 09/10
- Yellow edging on steps and pathways in playground and Early Years area.
- Access to EYFS and lower KS1 via DDA compliant door and ramp.
- Most other classrooms are external accessed on the level

Main Building – Orchard

- Wheel chair access via entrance to school corridors, classrooms and hall: stair lift in two places, hand rails on stairs; lift to first floor
- Evac chairs – top of stairs / Y6 area, and also outside of the music room for emergency access to the lower cloakroom
- Disabled toilet / medical room in lower cloakroom area plus disabled toilet (Yr 4/6)
- Ramp access / exit to new block via fire door
- Audible fire alarm (improved February 2018 audible and light). Lockdown.
- Hall has 'Sound System' to improve acoustics
- Some specialist accommodation for 1:1 and small group work.
- Fire Alarm to Staff Room and Swimming pool upgraded February 2018
- Yellow edging on steps and pathways in quad
- Accessible reception access to training room / meeting room.
- DDA compliant secondary access and ramp to KS2 hall.

Staff Room

- Ramp access to building and DDA compliant staff toilet

External

- Wheelchair access to all areas including field
- Wheelchair access to playground – raised surface level outside exit doors
- Wheelchair access to Woodland Walk
- Drop kerb installed for entrance to main school (Jun 2011)
- Disabled parking bays for parents KS1 & KS2 / visitors and accessible entry system to electronic gates

CURRICULUM

- Obtain data on future pupil population to facilitate advanced planning
- Health questionnaire for all pupils (in prospectus) and data base of medical issues made available to all relevant staff
- Health Care Plans in place
- Induction programme for all new pupils; special arrangements made where needed
- Curriculum differentiated by task and outcome
- Liaison with external services and agencies (physical, sensory, speech, learning, behaviour etc.)
- Detailed pupil information given to all staff
- TA deployment to cover a mix of curriculum needs
- TA support to supervise regular physiotherapy / OT sessions when required.
- Swimming coach to provide 1:1 swimming sessions where appropriate
- Special arrangements made for SATS (extra time applied for, use of amanuensis)
- Specialist resources available to support specific needs (laptops, scissors, rulers, writing slopes, specialist seating)
- Pupils & parents involved in target setting and provision plans, LSPs and BSPs
- Peer mediation system in place
- Specialist teachers supporting learning and giving pastoral and inclusion support
- LA referral system (LIFT) used to maximise support available to pupils
- Mentoring programme in place
- Sulp groups established
- Gross motor interventions run by TAs
- OT sessions such as Clever Fingers run by trained TAs
- Transition meetings

WRITTEN INFORMATION

- Information given in letter, email and text form to parents
- Promote other formats if required e.g. large print, other language
- Loose local offer is available on website
- Risk assessments for individuals if necessary
- PEEP for individuals as necessary (Personal Emergency Evacuation Plan)

Swimming Pool

- Toilet updated 2020-2021 - DDA compliant
- Mobile Hoist fitted Aug 2022

Lifts

- 3 stair lifts – KS1 hall, Outside Music room and by Art room

Our site manager attended training on how to use the Evac chair. TAs to attend training with site manager.

Inclusion at Loose Primary School

Loose Primary School maintains an inclusive approach to education and we aim to provide equality of opportunity for all children. All children are valued, respected and welcomed to the school whatever their additional educational need (this may mean a specific learning, physical, behavioural and emotional, communication and language or health need.) More able children, children who have English as an additional language and those on our pupil premium register are also recognised as having additional needs. There may also be stressful times such as illness, bereavement and family breakdowns when families and children require support. We will support their learning and ensure they are fully included in all school activities. We recognise that there are some pupils who may require additional resources or extra support at some time in their primary school life and we aim to cater for the needs of all pupils. Early identification of a child's needs is made by close consultation with parents and pre-school settings from school entry. Individual pupils are monitored through teacher assessment, pupil progress meetings and provision mapping.

The school has a team of staff responsible for all aspects of inclusion, an Assistant Headteacher, a SENCo and a Families and Community Manager to offer support to parents/carers who may have concerns about their child's progress. The school also has a trainee SENCo, SEN Assistant and Nurture Lead Teaching Assistant who may also assist children with additional needs and their parents.

Special Educational Needs and Disability (SEND)

The school has a policy for Special Educational Needs (SEN) and follows the SEN Code of Practice (2014). When appropriate, referrals are made to specialist learning services and medical services. Any referral to an outside agency is undertaken with parental consent. Further details can be found in our SEND Local Offer and SEN policy.

Loose Primary School is committed to making 'Best Endeavours' to meet the needs of all children including those with varied and complex needs. The school makes use of high needs funding where appropriate, for children where high levels of differentiation, physical or curriculum adaptation is not enough to meet their particular needs.

The staff work in partnership with parents/carers and pupils and liaise with external agencies to build upon pupil's strengths and develop the individual.

We promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school. We are committed to ensuring that disabled pupils can participate in the school curriculum, school trips and take an active role in all extra-curricular activities. The school environment includes designated parking and step free access to the school building. There are designated disabled toilets, lifts and grab rails around the school so that pupils can develop independence in self-care skills.

Equalities and Diversity

At Loose Primary we aim to create an inclusive culture for all staff, pupils, families and visitors to the school. We recognise respect and value people's differences and ensure that individuals or groups of individuals are treated fairly and equally and no less favourably, specific to their needs, including areas of race, gender, disability, religion or belief, sexual orientation and age. We promote equality and diversity treating all staff and students fairly ensuring equal access to opportunities to enable children and staff to fully participate in the learning process and achieve and equip children and staff with the skills to challenge inequality and discrimination.

English as an Additional Language (EAL)

We celebrate the fact that some of our children speak more than one language. We carefully monitor and track the progress of pupils with EAL to ensure they are not disadvantaged and recognise that they may require additional support to acquire the same competence in English as in their home language(s). This support is provided in class through carefully differentiated work and, where appropriate, through the additional support and specific teaching with a teaching assistant. Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

At Loose Primary School teachers take action to help children who are learning English as an additional language by various means such as

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- displaying key vocabulary and using visual prompts
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- encouraging children to transfer their knowledge, skills and understanding of one language to another;

Children in Need (ChiC)/Looked After Children

We provide a safe learning environment for our Looked after Pupils ensuring that their individual needs are met by maintaining good communication with those caring for the child, social services and support services. We commit to attending review meetings and ensuring the targets set on Personal Education Plans are integrated into school life.

Loose Primary School's Provision for Meeting the Needs of all Children

We want the children who attend Loose Primary School to leave us in Year 6 with the skills and positive thinking needed to achieve their ambitions and to lead happy, successful lives. We believe all children's potential is limitless and encourage children to exceed and challenge their own expectations. We hold this as true for every child who attends our school, regardless of background or ability. Their specific talents and skills need to be nurtured; by providing them with either the opportunities to work at high cognitive levels in academic areas or a chance to aspire for creative or physical excellence, whilst still ensuring the holistic needs of the child are met, in order to provide a well-rounded education. We are committed to providing an environment which encourages all pupils to pursue a high level of performance in academic and non-academic areas.

We aim to encourage pupils to be independent learners, provide challenging work at an appropriate level and provide opportunities for pupils to work with like-minded peers both within school and the wider community.

Provision for pupils is through quality first teaching, differentiation and high challenge in the classroom, teacher expectation of pupil performance and additional learning in interventions.

We not only work closely with local primary schools but also with local secondary schools. There are opportunities for pupils to attend inter school competitions and workshops on a local level and even a national level for art and sport as well as academic subjects.

Our Philosophy

Our philosophy of mastery teaching and learning aims to maximise opportunities and develop the children's confidence, so they can challenge themselves and take risks. Through mastery, learning is embedded by application, reasoning, evaluation and critique of skills. Our belief in 'Potential is Limitless' promotes increased performance across the board, lifting the aspirations of pupils, teachers and support staff, preventing the capping of learning.

We believe in treating pupils as individuals, providing an education that is suited to their particular needs and abilities.

High Expectations

Our mantra, 'Potential is Limitless', applies to all areas of the curriculum. In order to achieve our aims and vision, staff, governors and pupils must have the highest of expectations.

We aim to include the following elements in every learning opportunity throughout the day:

Deepening Thinking – skills are embedded to enable deep understanding linking concepts, ideas and ability to apply new learning. Creating a questioning environment, where a wide range of open questions and activities are designed to extend thinking and children challenge themselves.

Independent Learning- modelling and guiding pupils by all adults in the classroom, using the 'I do, we do, you do' approach. Learning and Progress – what do the children know by the end of the learning opportunity that they did not know at the beginning? Focused learning intentions, clear steps to success and work matched to pupils' individual starting points enable children to make good/outstanding progress.

Challenging Expectations – challenge matched to ability is integral to each learning opportunity. Adults will use assessment for learning when teaching to extend questioning, and move children's learning on as knowledge and understanding becomes embedded.

Engagement of Learners – pupils are motivated and enthused to learn. A range of practical resources, problem solving activities, investigations and collaboration opportunities are incorporated into teaching. Throughout the day there is pace and rigour and children are able to apply new learning.

Provision

The main focus is to embed learning and enable deep understanding in day-to-day teaching and learning. Enrichment consists of broadening a pupil's education. This can consist of enabling a pupil to study aspects of topic that there would not normally be time to study, or it can consist of adding extra learning experiences.

Extension occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills.

Mastery, extension and enrichment are built into all our schemes of work across all curriculum areas.

Types of Provision and Learning Opportunities

Class provision:

- All classrooms have learning walls and display learning intentions, steps to success and challenge.
- Teachers have high expectations of all learners, no matter what their starting points.
- Teaching is personalised, 'pacy' and challenging.
- Lessons are designed to take account of levels of existing knowledge, skills and understanding and are differentiated appropriately so that all learners can feel successful.
- There are planned extension opportunities or open-ended tasks that promote higher order thinking skills.
- A variety of grouping strategies are used effectively (e.g. Kagan 4s).
- Enrichment of learning and mastery is promoted.

School based provision:

- Shared celebration of children's achievements.
- School clubs including sports, arts, music.
- Access to a Resident Artist
- School Council, Eco Council, Prefects and Pupil Voice
- Enrichment opportunities including specialist days.
- Intervention Groups as set out on class provision maps.
- Opportunities to learn a variety of musical instruments.
- Opportunities for performance and competitive sport.
- Partnership with local schools including and beyond those in the Academy Trust.

- Workshops with local primary and secondary schools.
- Out of school provision:
- We can help children find support, training and clubs for more diverse talents.
 - Opportunities to enter national schemes/competitions.
 - Ensure close secondary liaison.

June 2022

A) CURRICULUM ACCESSIBILITY						
STANDARD	AVAILABLE RESOURCES	ACTIVITY	RECIPIENTS	DEADLINE	SUCCESS CRITERIA	MONITORED AND EVALUATED BY
<p>Increase the extent to which disabled pupils can participate in the school's curriculum</p> <p>Setting suitable learning challenges</p> <p>Responding to pupils diverse learning needs</p> <p>Overcoming potential barriers to learning and assessment for individuals and groups of pupils</p>	<p>Staff Development budget</p> <p>School budget</p> <p>Support Staff</p> <p>AENCO</p> <p>Use of focus groups</p>	<ul style="list-style-type: none"> • Training for specialist medical needs e.g. asthma within the school, as appropriate for those children on roll • Continue to train staff for children with physical needs • Trained staff to continue to administer BEAM programme • Seek relevant advice to enhance curriculum for V1 – PD and H1 pupils if needed • Purchase additional resources e.g. laptops to support AEN if needed. • Appropriate members of staff to receive disability training • Enhanced pastoral support for specific pupils • High Needs Funding applied for when needed. • Regular AEN drop-ins • Curriculum policies to be updated in respect of inclusion • Work differentiated in pace, style and content • TA training through OTAP • Use of different styles of teaching and learning in classrooms • Access training in use of P scale • Appropriate staff training in a variety of behaviour management approaches • Access to IT – ipads / netbook and appropriate programs 	<p>Identified Staff</p> <p>Selected children</p> <p>Parents of AEN pupils</p>	<p>On-going</p> <p>Follow review timetable</p>	<p>Staff confident to support individual pupils</p> <p>Improved staff expertise</p> <p>Improved co-ordination for these children</p> <p>Improved access for specific children</p> <p>Resources purchased used</p> <p>Policies reflect inclusive practice</p> <p>Broader range of teaching strategies used by teachers and TAs</p> <p>Staff confident to meet the needs of all pupils</p> <p>Children achieve at their level</p>	<p>HT/ SENCO</p> <p>SLT</p> <p>Governors</p>

B) PHYSICAL ACCESSIBILITY						
STANDARD	AVAILABLE RESOURCES	ACTIVITY	RECIPIENTS	DEADLINE	SUCCESS CRITERIA	MONITORED AND EVALUATED BY
Progressive planned improvements to the physical environment of the school to improve accessibility	Furniture budget Devolved Capital	<ul style="list-style-type: none"> • Ensure wheelchair access throughout building – review provision regularly • Classroom environment clearly labelled and organised • Colour contrast for door architraves and handles • Provide height adjustable furniture for specific children • Swimming pool hoist fitted Aug 2022 	Persons with PD, VI All users of building	Other on-going	Maintain good access for PD, VI, HI pupils and adults Improved accessibility for specific children	SLT Governors As required

C) WRITTEN INFORMATION						
STANDARD	AVAILABLE RESOURCES	ACTIVITY	RECIPIENTS	DEADLINE	SUCCESS CRITERIA	MONITORED AND EVALUATED BY
Improve the delivery to disabled pupils (and parents) of information which is provided in writing for pupils who are not disabled	Advice from physical sensory services and language support service	Improved provision of information <ul style="list-style-type: none"> Identify materials Identify providers of 'translation' services Information about the school available in large print , emailed or saved on computer on request 	Pupils with disability Parents with disability	Largely in place [Be aware of needs as they arise]	Pupils and parents able to access information in different formats Register of use of service and satisfaction survey	HT Governors

IDENTIFIED ISSUES

- Outside toilets (KS1 playground) are not accessible to wheelchairs users, due to narrow door frame and step and small cubicles
- Emergency exit from Sapphire Class have steps down onto playground.
- Regular checks (maintenance walk) of yellow lines / repainted as required.
- Lifts are regularly checked by approved company
- Hearing loop fitted if hearing-impaired child / staff member requires it
- Staff / visitor toilets in KS2 by office should meet DDA requirements otherwise need to use stair lifts to access other adult toilets
- Gates - only have audio-comms link - what facility is there for hearing impaired visitors?
- Brook building exit button by main door - too high for anyone in a wheel chair. Consideration is safety of KS1 children
- Heavy doors with self closers - consider having magnetic catches fitted which link to fire alarm system. Consider as part of any future upgrade / replacement . Additional doors e.g., KS2 hall fitted with magnetic catches – April 18
- How would a mobility impaired pupil in year 4/6 access the playground? (Currently from main entrance or Hall are routes) Should there be a ramp provided outside the Hive?
- Ramps / evac – outside Art Room and lower cloakroom. Evac chair from Music room.
- Lockdown alarm – can an adult wheelchair user reach?
- Moving and handling training for all staff working with children using wheelchairs or with children that may require lifting this includes yearly refreshers.
- All disabled toilets have access to an emergency alert system (not central so need to be accompanied by an adult)