

Parc Lewis Primary School



School Accessibility Plan 2023 - 2026

Consultation

In developing this Scheme the school will consult the local authority, staff, parents and pupils.

Staff:

The school aims, within the constraints of resources available, to ensure that no member of staff with disabilities is less favourably treated in the school's procedures and practices in respect of:

- recruitment, performance management, promotion, staff development, teaching environment and access to the premises.

Pupils:

The school aims, within the constraints of resources available, to enable each pupil to fulfil his/her potential, within an educational programme that has development of the whole person at its core.

The school aims to make 'reasonable adjustments' for pupils with disabilities, to enable them to have access as far as is reasonably practicable to the school premises, facilities, curriculum and associated services.

The school will examine each disability case to determine the best adjustments that can be made to accommodate a disabled pupil's needs.

Identifying Disabilities

The school relies on the co-operation of pupils, their parents and staff when identifying disabilities. Once a disability has been identified the school will liaise with appropriate health professionals to ensure the needs of the individual can be met. Disabilities are recorded on the schools' administrative system (SIMS) and the information held on the system will be reviewed termly to ensure it is accurate. Risk assessments will be completed when appropriate by all people involved.

Premises

The school recognises that it is not required to provide 'auxiliary aids' (i.e. special equipment or additional personal support), nor make 'physical alterations to the buildings', (such as provide lifts). However, to meet its obligations, the school will ensure that the needs of disabled staff and pupils (and any adult students) are fully considered in any strategic planning for the development of the school building and grounds. When determining the priorities for the use of the annual budget, the school will take into account the need to make the school building and grounds more accessible for staff and pupils with a disability. The school will budget annually and apply for Capital Funding for reasonable minor adjustments to the environment to enable a member of staff and/or a pupil with a disability to have access to the full teaching and learning of the school. The school will bear in mind health and safety requirements and the interests of other pupils in all the above considerations.

Discrimination in Admissions

The Governing body will have regard to the WG Code of Practice on School Admissions which came into force on the 31st March 2009

The governing body will ensure that disabled pupils and adult students are not discriminated against:

- ✚ through the criteria they determine for admission to the school, including criteria used where the school is oversubscribed; and
- ✚ by refusing, or deliberately not accepting, an application from a disabled person for admission to the school.

Action on Transfer into the School

At transfer to the school, additional liaison time is allocated for disabled pupils and their families to ensure that the pupil's educational needs and this school's requirements are fully understood by staff at the feeder school, parents, and pupil, and to ensure that the transfer process is effective.

Teaching pupils with a disability

The development needs of disabled staff will be discussed with the member of staff on a regular basis. Where necessary, support staff time will be allocated, relevant to the disabled member of staff's needs. Wherever possible the timetable will be adjusted to reflect the needs of disabled members of staff. Within the constraints of financial resources the school aims to make adjustments to the premises to enable the member of staff to teach effectively.

In all teaching and learning activities a full range of teaching and learning styles will be employed to ensure that no pupil is excluded from learning. Teaching staff will be given, as relevant, advice from appropriate external agencies regarding the learning needs of pupils with a disability, (such as the Sensory Impairment Service).

Off-site Activities

The school will ensure as far as reasonably practicable that pupils and staff with disabilities are given access to off-site activities organised by the school.

Parc Lewis Primary School Access Plan Review 2023/2026

Targets	Strategies	Outcome	Time Frame	Goals Achieved
Raise awareness of legislation and obligations regarding pupils with a disability among staff and governors e.g ALN Bill and Equality Act 2010	Organise training sessions for staff and governors Refer to 'Index for Inclusion'	Staff and governors receive training	Ongoing-need is reviewed annually due to staff and Governor turnover	Staff and governors aware and better informed of issues relating to disability. School has an inclusive ethos
Ensure that school policies, schemes of work do not contain discriminatory phrases	Audit existing policies /procedures and Schemes Of Work.	School policies / procedures re-written if necessary	See Policy Review Timetable	All school documentation reflects equal opportunities for all
Ensure that the procedures for administration of medicines to pupils are in line with the Health Needs policy	Audit current need of pupils and staff and produce a register. Review job descriptions as necessary	Health Care plans in place for all pupils who require medication in school Appropriate training provided to staff where necessary Distribute approved new job descriptions for support staff	Ongoing Epipen training completed on an annual basis.	Pupils, staff and parents / carers confident that correct procedures are followed
Improve physical access in line with LA Accessibility Strategy.	Audit current and future needs including information from Building Accessibility Appraisal	Physical adaptations carried out when appropriate and necessary	Ongoing / as appropriate	Physical access for all

Targets	Strategies	Outcome	Time Frame	Goals Achieved
To ascertain the need among parents/carers whether information is required in alternative formats	Include a sentence in correspondence sent to parents/carers asking if they require written materials available in different formats. Liaise with staff from LA to ensure that parent/carer needs can be met	School able to provide written information in alternative formats when required Improved school / home links for disabled parents / carers and pupils	Addressed on an annual basis according to pupil/parent intake.	Parental satisfaction.
To ascertain the need for reasonable adjustments to be made for visits to school by parents/carers e.g. concerts, consultation evenings	Include a question on all letters when inviting parents / carers to attend school functions. e.g. 'Do you have any special requirements which we need to consider?'	The school able to make reasonable adjustments to enable disabled parents / carers to visit school	Addressed on an annual basis according to pupil/parent intake.	Parents / carers with disabilities able to visit the school
To inform the LA in advance with as much notice as possible when pupils with disabilities transfer to/from the school	Contact SENAS	LAs capacity to prioritise physical adaptations to school improved	As appropriate	Physical accessibility of school improved
To identify training needs of staff on differentiating the curriculum	Audit current training needs of staff and include findings in SIP	Teacher/teaching assistants able to fully meet the requirements of disabled children with regards to accessing the curriculum	CPD – as appropriate according to pupil/staff needs	Increase in access to the National Curriculum

Targets	Strategies	Outcome	Time Frame	Goals Achieved
To ensure the safety of pupils and staff during school trips / extra curricular activities/ leisure sporting and cultural visits	Contact Dave Golding for advice. Teaching staff to carry out Risk Assessments where appropriate. Complete Evolve forms and submit to Evolve coordinator and Headteacher	Pupils with disabilities able to take part in all school activities	Ongoing Risk Assessments in place where appropriate	Increase in access to the whole curriculum
Develop the use of ICT to enable pupils with disabilities to access the curriculum when appropriate	Audit training needs of staff Explore suitable ICT software Request advice from ICT CDO	Pupils with disabilities able to access the curriculum	As appropriate according to pupil needs.	Increase in access to the whole curriculum
During refurbishment of school building ensure that works carried out comply with Disability requirements	Consult with appropriate staff – including premises management officer, staff from Visual Impairment and Hearing Impairment Service	Work on improving the environment for disabled pupils carried out as appropriate	Ongoing	School environment improved for disabled pupils
Ensure that the learning needs of disabled pupils are met within the classroom	Classroom observations, tracking pupil progress, consulting with pupils and parents/carers as and when appropriate	Progress and achievements of disabled pupils in line with that of all pupils	Addressed on an annual basis according to pupil intake.	Equality of opportunity

Date for next review Spring 2026

NB.

The Governing Body will be informed of any minor changes to policy that may occur within the school in between the normal reviewing procedures.

Signed:

Ans Roberts

M D Lewis

Date:

18/10/23