



## Accessibility Policy & Plan

Updated: Summer 2021  
Next Review: Summer 2024

Reviewed, approved and ratified by: Full Governing Body  
Written by HT & SENCO

*Work Together, Achieve Together*

***“We want to live in communities where we can participate fully and equally. We want all our children to do well at school, to take part in all areas of school life and reach their potential. We know that for many disabled children at school, and disabled people in employment, this hasn’t yet happened and there remains considerable work to be done.***

***The Disability Equality Duty is a new way for public authorities to tackle disability discrimination in a practical way by introducing policies that actively promote opportunities and so prevent discrimination taking place”***

Bert Massie  
Chairman  
Disability Rights Commission

## **INTRODUCTION**

The Equality Act 2010 replaced nine major Acts of Parliament and almost a hundred sets of regulations which had been introduced over several decades. It provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by getting rid of anomalies and inconsistencies that had developed over time, and it extends protection against discrimination in certain areas.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- ❑ in relation to admissions,
- ❑ in the way it provides education for pupils,
- ❑ in the way it provides pupils access to any benefit, facility or service, or
- ❑ by excluding a pupil or subjecting them to any other detriment.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils

- ❑ 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.

It is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## **AIMS**

Ladbroke School has high expectations for all of its pupils and expects them to participate and achieve in every aspect of school life.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school aims to:

- set suitable learning challenges;
- respond to pupils’ diverse needs;
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

We welcome all pupils and staff, irrespective of race, colour, creed or impairment. Every member of staff shares in the responsibility to remove barriers to learning for all pupils, including those with a disability.

**DEFINITION OF DISABILITY**

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 (see definition below of normal day-to-day activities).

Physical or mental impairment includes sensory impairments and also hidden impairments. In the equality act ‘substantial’ means **more than minor or trivial**. ‘Long-term’ means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition. The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

**Disability and special educational needs**

Many children who have SEN will also be defined as having a disability under the Equality Act. It is likely that many of the pupils who have SEN and a EHCP will count as disabled. However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the Equality Act. Similarly, not all children with SEN will be defined as having a disability under the Equality Act. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

**Possible overlap of SEN and Equality Act definition for children and young people**

| Special Educational Needs   | Both SEN + Disabled  | Disabled   |
|---|--|--|
| Mild dyslexia<br>Emotional Behavioural Difficulties (EBD - social factors)<br>Mild Dyspraxia<br>Minor speech impairment<br>Mild Learning difficulties | Motor Impairment (long term)<br>Learning difficulties<br>Hearing impairment / Deaf<br>Visual Impairment/Blind<br>Incontinence<br>Significant Dyslexia<br>Epilepsy<br>Non –verbal<br>ADHD<br>Autism<br>SEMH (social, emotional and mental health) | Asthma<br>Diabetes<br>Cancer recovery<br>Mental health Issues<br>Disfigurement<br>Eating disorder<br>Lack of limbs<br>Sickle cell Anaemia<br>Gross Obesity<br>Muscular Dystrophy |

School staff have experience of working with a wide range of disabled pupils. Training is provided through a cycle of staff INSET to raise awareness of needs and also of strategies for effective classroom practice in meeting needs.

All children with an EHCP and more complex SEN needs have a file containing information about their needs. In addition, updated information is issued to staff at the beginning of the school year at SEN meetings and Annual Reviews and following advice from outside professionals. Support staff also have access to this information.

The SENCO is responsible for ensuring that staff receive the relevant training through courses, visiting professionals and INSET. There is regular liaison with a range of outside agencies who offer advice, guidance and support in meeting the needs of the pupils we support. This support also includes providing specialised training e.g. back care and hoist training. These agencies include:

- Our local developing specialist provision locally (DSPL) group based at Wroxham
- Parkside Specific learning difficulties base;
- Specialist Teacher Advisory Service (HI, VI, PI, ASD);
- Speech and Language Therapy Service;
- Child and Adolescent mental health service (CAMHS)
- Educational Psychology Service.
- Autism spectrum disorder (ASD) team
- Behavioural Support Team
- School Nurse and hospital outreach staff

Robust systems are in place to ensure the smooth transition of pupils from Ladbrooke to secondary school. Liaison and the sharing of information regarding disabled pupils with an EHCP or on the SEN register usually begins with the secondary school SENCo attending the Y5 or Autumn term Y6 Annual Review. Further meetings are then arranged during Year 6. The pupil and TA will make a visit to the receiving secondary school during the Summer Term prior to transfer.

All disabled pupils follow a full and balanced curriculum, appropriately differentiated according to their needs and are encouraged to take a full and active part in school life, including extra-curricular activities and off-site visits. Disability awareness forms part of our PSHCE curriculum. In consultation with parents and children, assemblies (class and whole school) on various disabilities have been delivered.

Using an effective bank of resources it is our aim that all work is appropriately differentiated and accessible to all pupils. This is monitored through class observations, work scrutiny, pupil voice and planning. Case studies are in place to show the range of resources and support mechanisms in place for disabled pupils and those with special educational needs across the school

The school is built on one level and is fully accessible for wheelchair users. A disabled toilet with hoist is available. Unfortunately the classrooms are small and this means that wheelchair users may not be able to navigate the whole classroom. All classrooms have built in sound systems to support children with hearing difficulties

## **Gathering Views**

For pupils with an EHCP (Educational Health Care Plan), the views and aspirations of disabled pupils are formally gathered annually through the Annual Review process. This seeks to establish what is going well and also raise any concerns or barriers to progress from the pupil's point of view. Their parents also have the opportunity to express their views either in writing or simply verbally at the review meeting. This includes the opportunity to express any concerns or queries they may have regarding their child's progress and the provision in place for them.

Parent views are gathered through the annual questionnaire sent out to all parents

## **Management, coordination and implementation**

The governing body has responsibility for the school accessibility plan. The progress toward meeting the targets set in the plan will be reported annually through the school profile. This plan, together with the school's SEN Policy, will be reviewed and revised annually by the SENCO in consultation with disabled stakeholders and representatives of the Senior Management Team and the Governing Body.

*“Overall responsibility for the school's accessibility plan lies with the governing body, but improving access for disabled pupils requires everyone at the school to understand the duties in the Equality Act and apply this knowledge in their own area of responsibility: the head teacher, class teachers, teaching assistants dinner staff, the SENCO, the caretaker, administrative staff and governors themselves.”*

### **Getting hold of the school's plan.**

The Accessibility Plan for Ladbrooke School is available on request from the school. The plan is also available on the website. We have tried to ensure that the plan is readable and free of jargon. We would welcome your feedback if you feel that anything is unclear or if you have any queries.

### **Next Steps:**

- To continue to ensure that all children with a disability make good progress as they move through the school.
- To continue to ensure all staff are up to date with training needs relevant to children in the school.

## **Appendix 1: Our Provision Map**

At Ladbrooke we provide a graduated response to children with special educational needs: the level of intervention will increase according to rate of progress and increasing need.

| <b>Approach</b>  | <i>SEN Response</i>  | <i>Responsibilities</i>  |
|--|--|--|
| <p><b>Early Identification</b></p> <p>The class teacher uses the schools ongoing assessment procedures to monitor individual children's progress.</p>                                    | <p>The class teacher identifies a child's possible SEN / Behavioural Difficulties based on the child making inadequate progress.</p>   | <p><b><u>Class Teacher</u></b></p> <ul style="list-style-type: none"> <li>▪ Differentiates curriculum</li> <li>▪ Discusses concerns with parents</li> <li>▪ Seeks advice from SENCO</li> <li>▪ Monitors progress / Completes concern form</li> </ul>   |
| <p><b>SCHOOL SEN REGISTER</b></p> <p>Despite early identification and monitoring more support is needed to support the child</p>   | <ul style="list-style-type: none"> <li>▪ SENCO/staff gather information to identify the child's needs.</li> <li>▪ Class teacher informs parents of concerns and how they can help at home to compliment what is being carried out in school</li> <li>▪ Group or individual provision is put in place to address child's identified need.</li> </ul>    | <p><b><u>Class Teacher</u></b></p> <ul style="list-style-type: none"> <li>▪ Implements curriculum to support agreed target with support from TA</li> </ul> <p><b><u>Class Teacher, TA and SENCO</u></b></p> <ul style="list-style-type: none"> <li>▪ Individual targets are created in consultation with parents, class teacher, TA and SENCO</li> <li>▪ Monitor progress</li> </ul> |
| <p><b>SEN REGISTER INDIVIDUAL SUPPORT</b></p> <p>Despite early identification and monitoring within school, support and/or advice from external agencies is required</p>                 | <ul style="list-style-type: none"> <li>▪ SENCO contacts parents to inform that general interventions have not brought about expected progress.</li> <li>▪ Permission is sought to involve outside agencies for further advice /intervention.</li> <li>▪ Course of action is agreed by parents, school and outside agencies meeting together</li> </ul> | <p><b><u>SENCO</u></b></p> <ul style="list-style-type: none"> <li>▪ SENCO contacts parents and outside agencies</li> <li>▪ SENCO works with class teacher and TA to implement advice given from outside agency</li> <li>▪ Case study is created in consultation with parents, class teacher, TA and SENCO</li> </ul>   |
| <p><b>REQUEST FOR A STATUTORY ASSESMENT</b></p> <p>Despite extent of response made to individual support following agency support, more specialised support and funding is required.</p> | <ul style="list-style-type: none"> <li>▪ SENCO and/or parents request that HCC considers the need to make a statutory assessment of special educational needs.</li> <li>▪ If HCC agrees then a multi-disciplinary assessment is made.</li> </ul>   | <p><b><u>SENCO</u></b></p> <ul style="list-style-type: none"> <li>▪ SENCO makes written request to HCC providing evidence of all action taken.</li> <li>▪ SENCO to liaise with class teachers to gather evidence and HT to consult before submitting</li> </ul>  |
| <p><b>Agreeing a Statutory Assessment</b></p>  | <p>Through the SEN panel the LA consider the evidence provided and decide whether an EHCP should be drawn up.</p>  | <p><b><u>LA</u></b></p> <ul style="list-style-type: none"> <li>▪ The LA draw up an EHCP need in consultation with parents, school and outside agencies.</li> </ul>   |

## **ACTION PLAN**

**The following actions are ongoing each year. Actions may be added if a specific target is identified.**

| Target  | Actions   | By Whom                       | By When | Resources/Budget                             | Monitoring & Evaluation   |
|---|---|-------------------------------|---------|--|---|
| <b>To continue to ensure that all children with a disability make good progress as they move through the school</b> | Ensure good transition from previous settings to identify any additional needs that may need support in school                    | Admin Team<br>FS2 Team<br>SLT | Ongoing | None   | Have records been requested from previous schools for all in year admissions?<br>Have home visits been conducted for nursery children?<br>Have any concerns been discussed with the SENCO<br>Have class data sheets been updated? |
|   | Track children each term to ensure progress is being made   | SLT/CTS                       | Termly  | Leadership Time                              | Has the progress of children been tracked?<br>Have SEN children and those with disabilities been identified and monitored?<br>Have next steps been put in place to ensure progress is strong                                      |
|   | Highlight any concerns and raise them early.  | All                           | Ongoing | None   | Is the SENCO aware of any children with disabilities and what is in place to support them   |
| <b>To continue to ensure all staff are up to date with training needs relevant to children in school</b>            | Ensure training and INSET is used to provide high quality training for all staff to be able to provide strong provision in school | HT                            | Ongoing | Cost of Training – TBC depending on provider | What training is booked for all staff?<br>What impact did the training have?  |
|   | To identify targeted support that is necessary to support the current cohort of children in school                                | SENCO                         | Ongoing | Cost of Training – TBC depending on provider | What training needs have been identified?<br>Who has attended this training?<br>What impact has it had?   |
|   | To ensure information is clearly cascaded from training to all staff who may find it useful                                       | SENCO                         | Ongoing | None   | How has information been cascaded down?<br>What impact has it had?  |