

Legsby Primary School Access Plan			
<u>Policy Information</u>			
Reviewed date	June 2025 2025	Next review due	June 2027
Cycle of Review:	2-yearly	Agreed at Governors:	26/06/2025

- In drawing up the Access Plan the following were consulted:
 - Full governing body/SEN governor
 - Staff/SENCO/headteacher
 - Pupils/school council
 - Others/LA

Signed:

_____ SB _____ Chair of Governors

_____ LD & BM _____ Co-Headteachers

- Linked policy documents and information sections in school prospectus and staff handbook (curriculum/T&L/Assessment/Admissions/SEN/Inclusion/Equal Opportunities/Behaviour/PSHE)

Identifying Barriers to Access

Appendix A – Physical Access

Statement	Evidence	Action Required
The layout of areas allows access for all pupils, Academic areas: e.g., classrooms, library Sporting Areas: e.g., gym, outdoor sporting facilities Social areas: e.g., dining hall, reception, common room Play areas: e.g., playground, wet play area	No ramp to Mobile Classroom Areas are small and most do not meet current requirements for space, but where possible space is made to accommodate people with disabilities No gym - Mobile classroom has been re-floored to enable indoor PE activities, however this is now a functioning classroom. Playground uneven and below size for NNR Safety surface around play equipment Non-slip floors Ramp as access Non-slip floors	Liaise with Premises at LA over possible solutions due to space issues.
Pupils who use wheelchairs can move freely around most areas of school.	Steps to mobile classroom Slope to main school entrance Slope to enter main school building No electric doors on site Steps into Legsby Lookout	Liaise with Premises at LA over possible solutions due to space issues.
Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed.	The staff toilet was previously the only toilet able to accommodate a wheelchair user. In Summer 2023, all toilets were refurbished and a new separate hygiene suite was installed.	
Pathways around school are safe and well signed. Parking arrangements are logical and safe	Pathways are safe though no signage apart from Pond Area. Parking is restricted to the main road outside the school.	

Emergency and evacuation systems INFORM ALL pupils. Alarms are visual (flashing) as well as auditory	Alarms upgraded to be visual as well as audio. Fire drills are carried out regularly.	
Signs are uncomplicated, and unambiguous. School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy	Walls, door frames and doors are in contrasting colours to aid visual discrimination.	
All areas are well lit	Lighting is good throughout the school including emergency lighting. Although in winter, the outer lighting needs addressing - new lighting needed from steps and pathway to front of school due to lack of street lighting	Electrician to look at bulbs and connections for post by gate over summer.
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	All classrooms are separate. Noise between the three areas is kept as low as possible. Ceiling has been lowered in KS2 class to improve noise levels.	
Furniture and equipment selected, adjusted and located appropriately, e.g., height adjustable tables are available, low level sinks etc	No	Investigate purchasing of height adjustable table, if needed.

Appendix B – Curriculum Access

Statement	Evidence	Action Required
All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.	Yes TA induction training Hearing impaired/dyslexia/autism training	Training needs should be continually reviewed and staff skills updated.
Classrooms are optimally organised for disabled pupils	As far as possible	
Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate	Yes Teacher's planning	
All pupils are encouraged to take part in music, drama, and physical activities	Yes - All after school clubs, sports etc are open to all pupils	
Staff recognise and plan for the additional time and effort needed by some disabled pupils, eg, lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia	Yes, use of technology, adult support, specialist resources, time considerations Teacher's planning	
All staff plan for additional time required by some disabled pupils to use equipment	Yes Teacher's planning	
Disabled pupils who cannot participate in particular activities are given alternative experiences, e.g. some forms of exercises in PE/sport	Yes, where appropriate	
ICT equipment has been fitted with additional software/hardware to allow access for disabled pupils	Headphones Text reading software and games Visual accessibility options. Apps for targeted activities	
School visits, including foreign visits, are accessible to all pupils, regardless of attainment or impairment	Yes	
All staff have high expectations for all pupils	Yes	
All staff strive to remove barriers to learning and participation	Yes	

Appendix C – Access to Information

Statement	Evidence	Action
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g., positioning when talking to a hearing impaired learner.	Yes Teacher's plans and classroom observations	
All written communication follows an agreed house style using an appropriate font and size, eg, Arial/Comic Sans Serif size 12 or larger on buff paper	No Use of suitably coloured paper for letters.	Comic sans to be standard.
The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	Yes, where appropriate and if necessary	
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, e.g., by reading aloud, using overhead projectors/ PowerPoint presentations etc	Yes	

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Improving the Physical Environment of Schools

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Short Term	Maximise access of environment with low cost adaptations.	Environmental Audit • clear pathways • direct routes • acoustics • visual access	Good practice in accommodating needs of pupils with physical disabilities, hearing impairment, visual impairment	Ongoing	Accessible environment, increased pupil autonomy
		Make low key adjustments to maximise physical access, improve acoustics and maximise visual clues - consult SEN team.			
	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairment	Seek advice from SEN Service on appropriate colour schemes/blinds	Increased access for visually impaired pupils to some classrooms/areas of school	Ongoing	Increase pupil autonomy/physical access of the school

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Improving the Physical Environment of Schools *continued*

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Long Term	School plans to improve access to designated areas over successive financial years. School decides which of its entrances and exits have priority, and plans to fit ramps and handrails from delegated budget.	Planned use of minor delegated resources and discuss with the LEA using schools Access Initiative Funding in line with LEA Accessibility Strategy	Access to mobile classroom have disability access Look at alternative spaces for a disabled toilet	Complete Year 2022/23	Physical accessibility of school increased
	To review regularly and at least annually as part of the SDP, all areas of the school in order to ensure there are no physical barriers to access for pupils with a range of disabilities. Continue implementation of plan.	To track progress against original audit information. To update the LA annually on progress and works carried out	Full physical access to the school and curriculum Regular review of premises Access plan progress reported as part of Governors Annual Report to Parents		

Suggestions for

Legsby Primary School Plan Academic Years 2023-2025

Increase the extent to which disabled pupils can participate in the school curriculum

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Short Term	Raised awareness of the curriculum needs of pupils with • Autistic spectrum disorder • Language and communication disorders • Severe learning difficulties • Physical disability • Visual impairment • Hearing impairment For whole staff.	Programme of INSET at whole school staff meetings. WTT Support Service Physiotherapist STT Outsourced courses for relevant staff re hearing impaired and Autism (WTT)	Overview of the needs of particular groups of pupils for all teaching staff	Ongoing and dependent upon changing needs.	Increased access to the curriculum for all groups
Medium Term	Clarification of support role of school staff in meeting needs of pupils with Speech and Language Difficulties	Work with SEN Service and SLT to agree role of school staff in supporting individual children	Appropriate support for pupils with speech and language difficulties from school resources.	Ongoing	Increased access to the curriculum through specialised support for pupils with speech and language difficulties
	Training for teaching and learning.	Audit skills and competencies of teaching staff.	Teachers enabled to apply appropriate teaching styles and provide opportunities to accommodate a range of learning opportunities.	Ongoing dependent upon needs of pupils.	Increased access to national curriculum for all

Increase the extent to which disabled pupils can participate in the school curriculum *continued*

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Medium Term	Train identified personnel to administer medication	Consultation with partners in the Health Authority and SEN Service. Identify suitable personnel. Provide training where required	Clear agreed procedure for administering medication. Policy up to date.	Ongoing	Access to whole school curriculum.
	Train personnel in moving and handling techniques	Identify staff to be trained as appropriate	Appropriately trained staff to move and handle pupils with physical disabilities	When necessary	Increased inclusion and access to curriculum
	Train staff in handling pupils.	Arrange for joint training of staff with collaborative partner schools.	All staff are trained to appropriately handle children.	By Year 2022/23	Increased inclusion and access to curriculum. Safety of staff and pupils.

Increase the extent to which disabled pupils can participate in the school curriculum *continued*

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Long Term	All children to be able to express their learning.	Appropriate assessment that enable access for all children - i.e. verbal/pictorial or written	Effective way of measuring pupil progress - assisting target setting	Ongoing termly.	Effective target setting and increased curriculum access for pupils with severe learning difficulties.
	Training for teacher(s), TA(s) in one of the following low incidence needs Hearing impairment Visual impairment Sensory impairment Autistic Spectrum Disorder Speech and Language Difficulties Specific Learning Difficulties	To complete refresher training/ staff meetings to provide whole staff training/refreshers on appropriate areas	Teachers TA(s) with specialist training/qualifications	As required.	Quality Specialist Support within school - Increased curriculum access.

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Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Time frame	Goal Achieved
Short Term	Availability of written material in alternative formats	SEN Service provides consultation to inform schools of services available in the LA for converting written information into alternative formats	Ability of school to ensure availability of material in alternative formats as required	As appropriate	Delivery of information to disabled pupils improved
Medium Term	School to be able to produce large print transcriptions	School staff use	School to produce large print materials as required for pupils	As appropriate	Delivery of information to disabled pupils improved.
Long Term	To maintain above practice and review on annual basis		Information available for parents/carers and pupils in a variety of formats	Reviewed as necessary to meet new changes.	