

Disability Access Improvement Plan

Article 23 - Every child has the right to special education and care if they have a disability so that they can live a full life.



Lydgate Junior School

Access issue	Target	Limiting factors	Time scale	Accountability measures	Lead person
Visual Impairment	Classrooms are set-up to fully support the visually impaired (VI). External areas support the movement of the VI site user. Resources used in teaching and learning are adapted for suitability for, and access by, the VI.	Low number demand suggests low need to set-up every classroom permanently. Physical lay-out and build of site poses challenges to access.	As and when, so preparations are completed in advance of pupil arrival / moves.	Reports to Governors via Resources Comm., and to parents via SEN reviews and Parent Consultations.	SENCO and class teachers
Visual Impairment actions	<ol style="list-style-type: none"> 1. Revisit all contrasting paintwork and surfaces to ensure high contrast remains clear. 2. Utilise support of Tapton VI unit for advice on physical provision and learning resources. 3. Move and / or install required hardware to allow IWB access in class. 4. Maintain IT suite resources to (one or more) PC. 				
Hearing Impairment	Classrooms are set-up to fully support the hearing impaired (HI). External areas support the movement of the HI site user. Resources used in teaching and learning are adapted for suitability for, and access by, the HI.	Low number demand suggests low need to set-up every classroom permanently. Physical lay-out and build of site poses challenges to access.	As and when, so preparations are completed in advance of pupil arrival / moves.	Reports to Governors via Resources Comm., and to parents via SEN reviews and Parent Consultations.	SENCO and class teachers
Hearing Impairment actions	<ol style="list-style-type: none"> 1. Utilise support of the Hearing Impairment Team for advice. 2. Ensure equipment is in place and working effectively on a daily basis. 3. Train staff in its correct use as and when needed i.e. ahead of change of class / staffing. 4. School to facilitate visits from the Hearing Impairment Team, and liaise with parents. 				

Social, Emotional and Mental Health	<p>All staff are aware of the difficulties children (and adults) face through mental health issues, how they can help in the classroom and in school, and how to refer to support services.</p> <p>To develop training opportunities to improve skills of teaching and support staff. Establish school-CaMHS link role for easier access to services.</p> <p>Develop 'The Nest' sessions to support SEMH needs.</p>	<p>Staff time – capacity for meetings and contacts</p> <p>Funding – for course fees</p> <p>Staffing roles and skills – no Learning Mentor specialist on staffing structure</p>	<p>Networks built continually</p> <p>Training as and when needed and available, if affordable</p> <p>Meet national changes – Green Paper 2022 on mental health lead in every school by 2030</p>	<p>Reports to Governors via TL&P Comm. in behaviour reports, exclusion reports etc. and in HT Report to FGB</p>	<p>SENCO, SLT, HT</p>
SEMh actions	<ol style="list-style-type: none"> 1. Attendance at meetings with FIS 2. Staffing structure reviews to consider possible Learning Mentor role 3. Ensure SENCO and SLT member availability by staffing / limiting other roles 4. Staff training on priority needs (bereavement, anxiety, Autism, attachment, demand avoidance) 5. Use Thrive assessments appropriately to identify individual's development gaps and to shape planning of experiences 				
Physical Disability	<p>Make main building more accessible for people with mobility difficulties</p>	<p>Money – either DFC or buildings improvement budget</p>	<p>Annual consideration in budget</p>	<p>Reports to Resources comm.</p>	<p>HT</p>
Physical actions	<ol style="list-style-type: none"> 1. Review buildings suitability plan. Support DfE survey 2. Work with advice to ensure clear access plans for individuals 3. Discuss with LA asset team 4. If grants or other funds allow plan and deliver scheme for motorised auto doors, low height controls and intercoms, resurface pathways for smoother access, any new build (e.g. FOLA funded) meets DDA requirements on slope angle, etc. 5. Replace doors, internal and external) with appropriate width for wheelchair access 				

Cognition and Learning	To make learning areas multi-sensory, meeting needs of all our pupils and their learning styles. To have appropriate resources available to support specific learning needs. To have in place skilled support staff, in class and in intervention settings.	Expectations of a challenging curriculum Cost of resource provision and purchasing High need / low incidence ratio makes occurrence low and so experience similarly low	On-going as staff consider use of apparatus in support of learning for all pupils	Reports by HT to Governors on teaching, learning and assessment	HT
Cognition and Learning actions	<ol style="list-style-type: none"> 1. Staff development on visual and physical representations, including through 'mastery in maths' 2. Monitoring of provision in learning spaces with development targets in teachers' appraisal process 3. Take up training opportunities for support staff, via SENCO, subject leaders and external agencies 4. Provide and offer training to TAs to support skills and awareness development 5. Continue to invest in assistive technology and software and monitor teachers' implementation of technology to differentiate learning tasks 				
Adapted curriculum	To build flexibility in classroom management, task definition, timetables, staffing and use of spaces so that children may, if required, access differently structured learning activity.	Staffing capacity Skills limitations Flexibility of staff skills Capacity for support staff to liaise with teachers Restrictions by and of spaces, including cost for modifications Cost of accessing external alternative placement providers	Build capability in all staff through continued dialogue As needed to the needs of individual pupils	Online in SEN provision and 'Local Offer' description. Confirmed with Governors annually. Success will lead to lowered difficulties and increased learning – reports to Governors. on progress	SENCO HT SLT
Adapted curriculum actions	<ol style="list-style-type: none"> 1. Meetings involving key people for each individual case to form alternative provision plan, drawing on skills and expertise, along with interest areas and suitable, effective rewards 2. Year group meetings to discuss and share ideas so that all staff are aware of purpose, plan and implementation 3. Meeting(s) with parents to layout detailed plans for curriculum and support 4. Identify and develop personalised spaces (withdrawal spaces / sensory break spaces) as necessary 5. Access of specialist advice via, for example, Fusion, Autism Team, FIS etc. 6. If required, access alternative, adapted, provision off-site (if need justifies costs) 				