

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.

November 2018

Lydgate Junior School

During 2017-2018 School consulted the parent body, via a Governor 'Feedback' process, for suggestions on improving our provision. Parents were invited to tell school about things that we might be able to provide that would improve the ease of access of site visitors and stakeholders. Responses relevant to this plan have been included.

| Access issue | Target | Limiting factors | Time scale | Accountability measures | Lead person |
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| Visual Impairment | So that classrooms are set-up to fully support the visually impaired. External areas support the movement of the visually impaired site user. So that resources used in T&L are adapted for suitability for, and access by, the VI. | Low number demand, and low financing, 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 need. | 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. | | | | |
| Emotional, Social and Mental Health | So that 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. To develop training opportunities to improve skills of teaching and support staff. Establish school-CaMHS link role for easier access to services. Develop The Hub in afternoon sessions to support ESMH and ASD needs. | Staff time – capacity for meetings and contacts Funding – for course fees Staffing roles and skills – no Learning Mentor specialist on staffing structure CaMHS project until July 2016 only – not sustained as low level of demand here | Networks built continually Training as and when, IF affordable | Reports to Governors via T & L Comm. And in behaviour reports, exclusion reports etc. in HT Report | SENCO, SLT, HT |

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| ESMH actions | <ol style="list-style-type: none"> 1. Attendance at EHG meetings 2. Support Hub staffing 3. Staff restructure to consider Learning Mentor 4. Time conversations / meetings for SENCO and SLT member availability 5. Staff training on priority needs (bereavement, anxiety, ASD) | | | | |
| Mobility | Make main building more accessible for people with mobility difficulties | Money – either DFC or buildings improvement budget | Annual consideration in budget | Reports to Resources comm. | HT |
| Mobility actions | <ol style="list-style-type: none"> 1. Review buildings suitability plan. 2. Discuss with LA asset team 3. 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. 4. Replace doors, internal and external) with appropriate width for wheelchair access. | | | | |
| Cognition and Learning | <p>To make learning areas multi-sensory, meeting needs of all our pupils and their learning styles.</p> <p>To have appropriate resources available to support specific learning needs.</p> <p>To have in place skilled support staff, in class and in intervention settings.</p> | <p>Expectations of a challenging curriculum</p> <p>Cost of resource provision and purchasing</p> <p>High need / low incidence ratio makes occurrence low and so experience similarly low</p> | 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 though ‘mastery in maths’ 2. Monitoring of provision in learning spaces with development targets in teachers’ appraisal process (reading 2018/2019) 3. Take up training opportunities for support staff, via SENCO, subject leaders and external agencies. | | | | |
| 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. | <p>Staffing capacity</p> <p>Skills limitations</p> <p>Flexibility of staff skills</p> <p>Capacity for support staff to liaise with teachers</p> | <p>Build capability in all staff through continued dialogue</p> <p>As needed to the needs of</p> | <p>Online in SEN provision and ‘Local Offer’ description.</p> <p>Confirmed with Governors annually.</p> <p>Success will lead to lowered difficulties and</p> | <p>SENCO</p> <p>HT</p> <p>SLT</p> |

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| | | Restrictions by and of spaces, including cost for modifications Cost of accessing external alternative placement providers | individual pupils | increased learning – reports to Governors. on progress | |
| 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. Access of specialist advice via, for example, Forge, Fusion, Primary Inclusion Unit staff, MAST etc. 5. Access, if required, alternative, adapted, provision off-site (if need justifies the costs) | | | | |