



Lickey Hills Primary School and Nursery Disability Equality Scheme & Accessibility Plan 2023/2024

It is the aim of the Governing Body of Lickey Hills Primary School and Nursery to support the implementation of policies and procedures which support the vision of:

"Dream together, believe together and achieve together for all at Lickey Hills Primary School and Nursery.

The purpose of a Disability Equality Scheme is to explain how we will make sure that we promote equality for disabled people and challenge discrimination against them. The school recognises its duty under the Equality Act 2010 where disability is identified as one of the protected characteristics. The Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are lawful. It covers all aspects of school life to do with how a school treats pupils and prospective pupils, parents and carers, employees and members of the community. Everything a school does must be fair and non-discriminatory and not put individuals or groups of people at a disadvantage. The overriding principle of equality legislation is generally one of equal treatment, however, the provisions relating to disability discrimination are different in that schools may, and often must, treat a disabled person more favourably

than a person who is not disabled and may have to make changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit to the same extent that a person without that disability can.

Introduction and Aims

At Lickey Hills Primary School and Nursery we are committed to ensuring equal treatment of all its stakeholders - pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, emotional and cultural needs. We are committed to challenging negative attitude about disability and accessibility and to develop a culture of awareness, tolerance and respect. It is our aim to reduce or, wherever possible, eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils, prospective pupils, staff, parents and disabled visitors.

The Accessibility Plan is updated annually.

The plan will contain actions to:

- Improve access to the physical environment of the school sites. We will make reasonable adjustments to the physical environment of the school and will purchase/provide physical aids to enable stakeholders to access education.

- Increase access to the curriculum for pupils with a disability, ensuring that pupils with a disability are as equally prepared for life as are the able-bodied. This covers the teaching and learning and the wider curriculum of the school such as participation in after-school clubs and educational visits. It also covers the provision of specialist aids and equipment, which may assist these pupils to access the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to all stakeholders with disabilities. This information will be available in different formats within a reasonable time frame
- The Action Plan for physical accessibility is related to a regular Access Audit of the school. It might not be feasible to undertake some of the work identified during the period of the plan; some actions may be carried over into the development of a new plan.
- The plan will be monitored by the school governors and by OFSTED as part of their inspection visits.
- The school acknowledges the need for on-going awareness raising and staff training on disability discrimination.

Disability and Special Educational Needs

Some children who are assessed as having SEND will also be defined as having a disability under the 2010 Equality Act. Not all children who are defined as disabled will have SEND, similarly not all children with SEND will be defined as disabled.

A person has a disability if he/she has a physical or mental impairment that is:

- Long term
- Has an adverse effect on a person's ability to carry out day to day activities
- The effects of the disability must be substantial

Compliance with the legislation mentioned above is consistent with the schools aims, Equal Opportunities Policy and SEND (Special Educational Needs and Disabilities) Policy.

Our Admissions Policy does not discriminate against disabled children excluding them for a reason relating to their impairment.

When recruiting staff, disabled applicants will not be discriminated against.

We recognise and value parents' and carers' knowledge of their child's disability and will work in partnership with them, consulting with them where appropriate.

We provide a broad, balanced, creative curriculum, which is differentiated to meet the needs of all pupils, ensuring that we overcome potential barriers to learning and assessment for individuals and groups of

pupils and that all staff are fully aware of the procedures for teaching and supporting pupils with disabilities.

Gathering Information

Information about the needs of disabled people will be gathered through:

- Pupil admission information
- Arbor data
- SEN reviews/Education, Health and Care Plans Discussions with relevant medical professionals and other support agencies.

Achievements of disabled pupils will be gathered through: Data analysis, Pupil reports and Reward Assemblies. Information is also gathered as part of the school's self-assessment process and Assessment for learning strategies and is used to inform future planning.

SEND children in school have the following range of diagnosis (not an exhaustive list):

ADHD

Autistic Spectrum Disorder

Cerebral Palsy

Epilepsy

Global Development Delay

Visual Impairment
Speech and Language disorder
22q deletion syndrome
Tourette's
Hypermobility
Down syndrome
Dyspraxia.
OCD

Disability Accessibility Plan Statement of Intent

This plan outlines the proposals of the governing body to ensure the best possible access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment if the school was to increase the extent to which pupils with disabilities can take advantage of education and associated services
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities

- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace. The plan will be resourced, implemented, reviewed and revised in consultation with the:
Parents of pupils
Employees
Governors
External partners

Staff at LHPSN are supported to meet the needs of all children through regular training and CPD.

Children across school from Nursery through to Yr6 are taught about the fundamental British values through regular class assemblies and our Jigsaw PSHEC curriculum to ensure LHPSN is a fully inclusive and accessible place to learn so all children and staff feel safe and happy.

H. Williams

September 2023

Audit of Existing Provision

Curriculum	Physical Environment	Communication
<ul style="list-style-type: none"> ● Whenever necessary, SENCo carries out Access Arrangements for SATs. ● Pupils with medical needs are supported. ● Staff have First Aid training. ● Dyslexia friendly font used, coloured paper and coloured overlays available ● Laptops and iPads available to pupils, which have a range of assistive technology. 	<ul style="list-style-type: none"> ● Ground level building. ● Ramp access to main building and playground. ● Main entrance to school is accessible to wheelchair users. Entrance doors are sufficiently wide to accommodate wheelchairs. ● Main corridor is accessible, although there are current obstacles which may need to be removed to facilitate movement of those with a disability. ● Doors into classes are wide enough for a wheelchair user. Classrooms are spacious with easy access to tables and all areas within in the classroom, however furniture may need to be 	<ul style="list-style-type: none"> ● Newsletters and other communications are available electronically, therefore assistive technology may be used to access them. ● Signage is in clear print and/or pictorial.

	<p>moved to provide ease of access to a wheelchair user. Staff toilet is accessible to wheelchair users in main school and in EYFS building</p>	
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Action plan This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010

Aim 1 - Improving Physical Access

Ref	Aim	Strategy	Time Frame	Success Criteria
1	The school environment allows access for all	School will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises eg lighting, improved access (wide doorways, ramps), more accessible facilities and fittings.	Ongoing	Visitors and pupils are not discriminated against.

2	Ensure all parents can participate fully with all aspects of school life	Utilise disabled parking spaces. Arrange interpreters when required. Offer telephone calls or home visits to explain and inform.	Ongoing	Disabled parents are not discriminated against
3	Driveways, paths, and roads around school are as safe as possible	Communicate with parents via school website and newsletters. Bikeability training for pupils in Years 4 and 5	Ongoing	Accidents are minimised
4	Maintain disabled toilet in main building and in EYFS building		Ongoing	Adequate disabled toilet facilities.
5	Continue to develop playground and school facilities.	Seek funding opportunities.	Ongoing	Continuing improvement of facilities.

Aim 2 - Improving Physical Environment

Ref	Aim	Strategy	Time Frame	Success Criteria
1	Learning environments and educational visits allow all pupils to flourish.	SENCO to lead a review on learning environment from inclusive perspective using Specific Learning Difficulty (SpLD) audit. Ensure that all pupils are supported to access learning through educational visits	Reviewed annually Staff meeting time SENCO compile findings and recommendations	Inclusive practice and good pupil progress
2	Provision is good for all pupils	Assess pupil progress half termly. SENCO to monitor provision maps.	Ongoing	Good pupil prog
3	All pupils have opportunity to grow in independence	Class teachers to review organisation of access to resources in individual classrooms and ensure labels and signs are inclusive and promote independence.	Ongoing	Age and stage appropriate independence for all pupils
4	Staff expertise allows the school to support all pupils	Provide appropriate and relevant ongoing training all staff on matters of inclusion Ensure collaboration between all key personnel	Ongoing	Good pupil progress and increased staff knowledge/expertise in required

				areas
5	Early identification of, and preparation for, pupils who may need additional provision	Effective liaison with preschool and other feeder provision	Ongoing	Procedures/ equipment/ideas set in place for start at our school
6	Ensure visually stimulating environment for all children	Ensure visually stimulating environment for all children Colourful, useful displays in classrooms and inviting role play areas. Consider lighting requirements for the visually impaired.	Ongoing	Lively and inviting environment maintained
7	Full compliance with Equality Act 2010	Review all statutory policies to ensure that they reflect inclusive practice and procedure.	2023/2024	Policies clearly reflect inclusive practice

Aim 3 - Improving Delivery of Information

Ref	Aim	Strategy	Time Frame	Success Criteria
1	Communication from school is accessible to all	School will seek to establish additional needs, and find ways to meet them	Ongoing	All stakeholders can access communications from school
2	School successfully identifies additional needs in a timely manner	Information collected about new children. Records to be passed up to each class. End of year class teacher meetings. Annual reviews, if appropriate. Parent meetings.	Ongoing	Increased staff awareness of pupils' needs. Successful and smooth transition from class to class.
3	Records are confidential and protected in line with requirements. Record keeping is efficient and effective	Review record keeping regularly	Review current systems for GDPR annually	Efficient and effective record keeping, protectively marked and kept securely
4	Equality of access to the curriculum, particularly written information	Multisensory teaching strategies. Use of suitable software. Awareness of font style, font size, layout and format. Auditing of signage around school. Auditing	Ongoing	Good pupil progress for all

		of library and availability of large font, easy to read books. Consideration and access to induction loops for pupils who have hearing impairments.		
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Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the FGB.