Laceyfields Academy
Accessibility Plan

Our Vision

Laceyfields Academy is a school where little minds grow. The Laceyfields' family are passionate about giving children fulfilling opportunities and experiences to enable them to lead successful lives in the future- every minute counts. A feeling of belonging, security, enjoyment and success is what we strive for. We are relentless in our pursuit for excellence- together we can make a difference.

Introduction

Under the Equality Act 2010 it is a statutory requirement that all schools have an Accessibility Plan. Schools "cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation." According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Aims

This plan outlines the proposals of the governing body of Laceyfields Academy to increase access to education for children with disabilities in the three areas required by the planning duties in the Equality Act 2010.

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

Responsibilities

Governing Body

- To uphold and review the principles of the Equality Policy
- To monitor that all children have equal opportunities to engage and learn, with support provided as appropriate and reasonable

The governing body also recognises its responsibilities towards employees with disabilities and will ensure that persons with disabilities are supported with individual provision as appropriate and reasonable in order that they can carry out their work effectively without barriers.

Senior Leadership Team

- To ensure that the principles of the Equality Policy are upheld in practice
- To provide appropriate resources to support children with disabilities
- To ensure that appropriate and reasonable adjustments to facilities and practice are made to accommodate children with disabilities where necessary

All Staff

- To ensure that all children have equal opportunities to engage and learn, with support provided as appropriate and reasonable

Physical Environment – Laceyfields Academy

The main entrance is fully accessible via the nursery entrance and up the ramp. The entrance to Early Years is also fully accessible. Once inside the school building, all is single storey with no steps inside. There is a disabled toilet facility just inside the main entrance. All play areas outside are accessible via ramps.

The Parent – Teacher Partnership

Parents are asked about their child's medical details on admission and details are recorded on the Laceyfields Academy admission form as appropriate. Details of any medication or specific medical requirements are then discussed and recorded in more detail in the Medicines Log. Information is shared appropriately and reviewed regularly with key staff, parents and the child themselves. Some children may have an individual healthcare plan where their condition/needs are more complex.

We will consult with parents and appropriate experts when a new child with disabilities is seeking admission or if personal circumstances change for a child already on roll.

Inclusion & Equality

We strongly believe that all children should have full and equal access to all learning opportunities and experiences. It is the responsibility of all staff to ensure that children are supported and challenged as appropriate to their individual need.

Monitor and Review

This plan will be reviewed every 3 years or sooner should circumstances require it.

Signed by

Chair of Governors Headteacher Executive Headteacher

Date:

Action Plan

Aim 1: Increasing the extent to which children with disabilities can participate in the academy curriculum			
Objective	**Action**	**Timescale**	**Responsible**
Ensure that children with disabilities are not disadvantaged in PE lessons	Discussion with sports coach to ensure child's/children's specific needs are met to enable them to fully participate in lessons.	When required	Class teacher Sports Coach
Ensure that all children can participate in off-site visits to support learning wherever possible	Seek to arrange appropriate transport for individuals so that they are able to fully access the off-site trip(s).	When required	Class teachers Senior leaders
Ensure that ASD children have appropriate support to participate in lessons	Child is assessed and appropriate support given as far as is reasonable in a mainstream school. Visual timetables support children in every classroom and communication friendly labels are used across the school. Autism Outreach application may be made and expert support given.	When required	Class teacher SENDCo
Assess the needs any children with disabilities when they are admitted	Assess the capacity of the academy to provide required support. Formulate individual support plan with guidance from outside agencies. Involve parents in discussions.	When required	SENDCo
2024 Review:			

Aim 2: Improving the environment of the academy to increase the extent to which children with disabilities can take advantage of education and associated services			
Objective	**Action**	**Timescale**	**Responsible**
Assess the needs of any children with disabilities when they are admitted	Whole of school is single storey and ramps in place to access entrances and all play areas.	When required	SENDCo
2024 Review:			

Aim 3: Improving information delivery to children with disabilities and their families			
Objective	**Action**	**Timescale**	**Responsible**
Assess the needs any children with disabilities when they are admitted	Assess the capacity of the academy to provide required support. Formulate individual support plan with guidance from outside agencies. Involve parents in discussions.	When required	SENDCo
Ensure that parents and children feel involved and empowered	Termly review meetings with parents and child.	When required	Class teacher
Ensure that information is accessible	Review information available on website. Ensure that parents are aware of information available.	When required	SENDCo
Ensure staff have appropriate professional knowledge and skills to support children with disabilities	Induction for new staff. Regular CPD for staff. Regular communication with outside agencies.	When required	SENDCo SLT
2024 Review:			