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| **Contents**  | **Page**  |
| 1. Statement of intent
 | 2 |
| 1. Planning duty 1: Curriculum
 | 3 |
| 1. Planning duty 2: Physical environment
 | 4 |
| 1. Planning duty 3: Information
 | 5 |

1. **Statement of intent**

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing body of Lynnfield Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

* Increase the extent to which pupils with disabilities can participate in the school curriculum.
* Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
* Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil’s disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

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.
* Provide appropriate support and provision for employees with disabilities 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 regularly in consultation with:

* The parents/carers of pupils
* The headteacher and other relevant members of staff
* Governors
* External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

**Review Date: August 2020**

**Reviewed by: C.Lakin**

**Approved by Governors:**

**Next Review Date: August 2021**

**Planning duty 1: Curri****culum**

Federation Governing body should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils’ disabilities and the preferences of the pupils themselves or their parents/carers.

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|  | **Issue** | **What** | **Who** | **When** | **Outcome criteria** | **Review** |
| **Short term** | Pupils with Cognition and Learning as an area of need make limited progress in reading, writing and maths due to the whole school assessment system being too broad | Re-write the assessment for reading, to include small steps of progress a pupil can make | SENDCO LF/GFLocal Authority Primary Advisor | Spring 2021 | All teachers are aware of pupils with Cognition and Learning needs and will seek support where appropriate to map the pupil’s learning onto the small steps assessment, therefore ensuring all pupils make progress in learning. | Summer 2021 |

**Planning duty 2: Physical en****vironment**

Federated Governing Body should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils’ disabilities and the preferences of the pupils themselves or their parents/carers.

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|  | **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
| **Short term** | To ensure the school’s personal care environment is accessibleTo ensure the access to the new reception class space is accessible for all  | To install a changing station within the accessible toilet facilityTo install a ramp leading into the new reception space | Occupational Therapy and Local AuthorityExecutive Head  | Summer 2021Spring 2021 | School is aware of the need to have a changing station for pupils and will seek to provide one through the support of the OT and LASuccessful implementation of a ramp to ensure ease of access for all | Autumn 2021Summer 2021 |

**Planning duty 3: Inform****ation**

Federated Governing Body should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils’ disabilities and the preferences of themselves or their parents/carers.

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|  | **Issue** | **What** | **Who** | **When** | **Outcome criteria** | **Review** |
| **Short term** | School is aware that pupils arrive to school having transferred from other countries, the assessment system in place does not provide sufficient detail for an initial assessment | School seeks to embed the Bell Foundation assessment system for initial assessment and to support the identification of early needs takes place. | Inclusion Lead | Spring 2021 | Successful identification of early needs will take place and pupils will receive bespoke learning that meets their individual needs. | Summer 2021 |
| Verbal and written communication for parents with EAL is not always understood due the language barrier | School seeks to ensure communication takes place via the interpreter service and email.  | Inclusion Lead and all staff | Autumn2020 | A wider range of parents will have access to and understand verbal and written communication from school | Spring 2021 |