



Accessibility Plan 2021-2024

Liscard Primary School has been described as an outstanding school. Ofsted states that *'Pupils are very enthusiastic learners. Pupils, staff and members of the governing body have a tremendous sense of pride in their school. Leadership of the school is inspirational and innovative. The Headteacher, members of the governing body and all staff share a vision of providing the highest quality of education for all pupils. School provides outstanding value for money as pupils of all abilities and backgrounds, including those with special educational needs and/or disabilities learn and progress well. The highly inclusive ethos ensures equality of opportunity and the tackling of discrimination are given the highest of priorities.'*

We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning journey'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services we provide, and
- Improving the availability of accessible information to disabled pupils

Definition of disability

The definition of disability under the law is a wide one. A disabled person is someone who has a

- *physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.*

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Down's Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverees and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Areas of planning responsibilities

Increasing access for disabled pupils to the school **curriculum** (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).

Improving access to the **physical environment** of schools (this includes improvements to the physical environment of the school and physical aids to access education).

Improving the delivery of **written information** to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

Liscard Primary School has been in its current location since the 1980s. The original Victorian building housed the Wallasey Grammar School. The original building has been extended and adapted over the years to accommodate the needs of its community. The school now has disabled access and a lift providing disabled access to most parts of the school. Changes are made to year group classes when needed to ensure any disabled child can be accommodated on the second floor throughout their time in Key Stage 2.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities. We have a small number of pupils, parents and staff who have a hearing impairment.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within our classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always had access to a range of after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning if required ...	On-going and as required	SENDCO	Raised new staff confidence in strategies for differentiation and increased pupil participation
Ensure teachers and classroom support staff have specific training on disability issues.	Be aware of staff training needs Staff access appropriate CPD eg ADHD, ASC Online learning modules if required	As required Staff meeting agenda schedule	SENDCO	Raised awareness, skills and confidence of staff when working with children with specific needs.
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENDCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure hardware/software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits continue to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Ensure PE continues to be accessible to all	Gather information on accessible PE and disability sports Heighten the profile of disabled sports people	As required	PE co-ordinator	All to have access to PE and be able to excel

Improving access to the physical environment of the school

Liscard Primary School is continuing to grow and develop. It is hoped that in the near future we will be able to expand the buildings and to improve the facilities. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils when required Be aware of staff, governors and parents access needs and meet as appropriate Through questionnaires and discussions and meetings find out the access needs of parents, pupils and staff Consider access needs during recruitment process Ensure staff aware of Environment Access Standard	As required Induction and on-going if required Annually Recruitment process	SENDCO Headteacher	Plans in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues
Layout and use of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering year group classes and any alterations to the building.	As required	Head/ Governors/ Business Manager / School Surveyor	Building is accessible and usable by all disabled pupils ,carers and staff
Ensure disabled access to the back playground from Manor Lane.	Access to rear playground improved to provide entry for wheelchair users and prams	Review regular	Facilities Officer	Disabled parents/carers/visitors able to access the back playground. Reducing time spent getting to pick up points.
Improve signage and external access for visually impaired people	Yellow strip mark step edges New signage put in place across school Summer 2018 to help identify key areas of school	On going	Facilities Officer	Visually impaired people feel safe in school grounds

Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities i.e. Evac Chair	As required Each Sept	SENDCO	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required as required	ICT -OT	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	LA hearing officers	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access	On-going and as required and as appropriate Weekly	LA Facilities Officer	All disabled staff, pupils and visitors are able to have safe independent escape routes.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure the website and all documents accessible via the school website can be accessed by the visually impaired.	During induction On-going Current	School Office	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication which meets the needs of all.
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and other accessible information	On-going	SENDCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly review formats	On-going	SENDCO	Staff more aware of pupils preferred method of communications
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	Ongoing	EAL co-ordinator	Confidence of parents to access their child's education

Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENDCO EAL	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure the website is fully compliant with requirements for access by a person with visual impairment. Ensure School Handbook is available via the school website.	Ongoing	School Office	All can access information about the school