

# **Every Child Matters and Every Day Counts**



## Lammack Community Primary School

### Accessibility Plan

Adopted Date 8<sup>th</sup> Sept 2017  
Last Reviewed Summer 2017  
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Statutory File

At Lammack Primary School, 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 achievement, attitudes and well-being of all our children matter.

We aim to provide access to all areas of the building and outdoor facilities. We ensure equal access to the curriculum and relevant resources for all pupils. The school has a caring ethos and welcomes and supports children with special needs/disabilities and their families.

#### Areas of Planning Responsibility

- 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, school visits, etc).
- Improving access to the physical environment of school (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).

#### Contextual Information About The School

Lammack Primary School has 494 children currently on roll. It is a single storey building, with 17 classes. There are clearly marked fire exits at regular points throughout the school. There are two staff car parks, which have two disabled parking bays – which are currently used by the parents and children with disabilities. In addition, disabled facilities are provided (two toilets, shower, changing bed, etc). Access to specialist equipment is also readily available to the children who need it.

#### 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, 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 mixed ability, inclusive classes.



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**Key Priorities – Curriculum**

To meet the needs of all pupils we will:

- Increase staff confidence in differentiating the curriculum to meet the needs of children with physical disabilities, visual impairment, autism, downs syndrome, global delay, etc.
- Monitor pupil progress and outcomes through target setting and tracking to ensure SEND pupils make appropriate progress.
- Use ICT software to support learning – develop use of Clicker 7 and Board Maker.
- Involve advisory teachers from the SEND Inclusion Support Service – to ensure planning, deliver of lessons and assessments are accurate and meeting the needs of target pupils across the school.
- Ensure all educational visits are accessible to all – developing guidance for staff on making trips accessible.
- Review PE curriculum to ensure PE is accessible to all – developing links with external agencies and giving pupils with disabilities to access special sports events – Boccia.
- Purchase additional resources to support visually impaired children (visualizer, enlarged texts, large calculators, special writing tools, etc).

**Improving Access to The Physical Environment of the School**

**Key Priorities**

- Ensure the needs of disabled pupils, parents/carers, visitors, governors are regularly assessed, reviewed and evaluated.
- Ensure all equipment is available close to classrooms to help children who need access to the equipment.
- Ensure wheelchair access through different entrances/exits across the school.
- Use mobile ramps to ensure safe exit from classrooms.
- Ensure clearly marked areas for children with a visual impairment.
- Ensure all disabled pupils can be safely evacuated – through implementation of Personal Evacuation Plans- which are reviewed regularly. Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils.
- Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children – seek support from VI and HI advisory teachers.

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#### **Provision of Information**

##### **Key Priorities**

To meet the needs of all pupils we will:

- Ensure all pupils and parents have equal access to all information relating to the curriculum, cross-curricular activities and the wider school curriculum.
- Improve the delivery of information in writing in an appropriate format – provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment.
- Provide information in other languages for pupils if necessary – access to translators, sign language, etc.
- Encourage school council members to pass on and report back important information.