



**Purpose of Plan:**

The purpose of this plan is to show how Liskeard Hillfort Primary School intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Inclusion and equality are at the core of our school community here at Liskeard Hillfort Primary School.

We believe that every child has the right to achieve their full potential no matter what their ability. Everyone in our school's community will be enabled to have their voice heard and be represented on issues that will remove barriers for the good of all, not just those with disabilities. We will be proactive in raising awareness of disability issues and in consulting pupils, parents, staff and governors. This will have a positive impact both for our current and future communities.

**Definition of disability:**

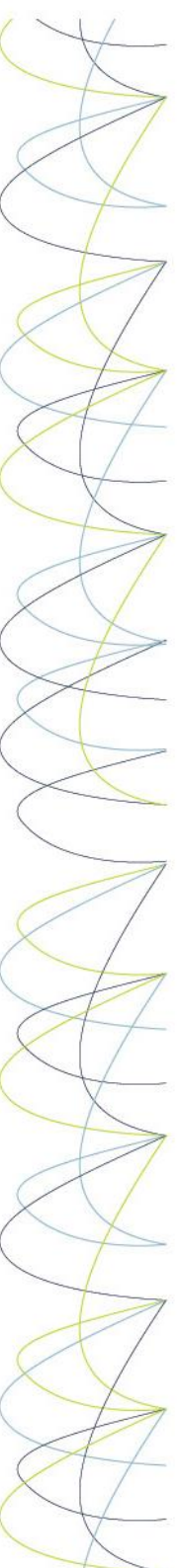
A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities. Physical or mental impairment can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have long-term and substantial effect on students' everyday lives.

**Key Aims:**

To increase and eventually ensure for pupils/students with a disability that they have: - total access to our setting's environment, curriculum and information and - full participation in the school community.

**Principles:**

- Compliance with the Equality Act is consistent with Liskeard Hillfort's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services o
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Liskeard Hillfort Primary School:





# Liskeard Hillfort

## Primary School

- recognises and values the young person's knowledge/parents' knowledge of their child's disability
- recognises the effect their disability has on his/her ability to carry out activities,
- respects the parents' and child's right to confidentiality
- Liskeard Hillfort Primary School provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

### **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. The curriculum is carefully designed to meet the needs of learners and students access a broad and varied curriculum. Our curriculum covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training. After school clubs and school trips are all fully inclusive and students with a disability will be catered for and actively encouraged to participate

### **Improving access to the physical environment of the school:**

Liskeard Hillfort Primary School is a purpose built building which has taken into account the need for access for all. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and 3 external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, adapted toilets and washing facilities, adjustable lighting and blinds. Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination. The provision of a special piece of equipment or extra assistance will be made through the SEN framework.

### **Improving the delivery of written information to disabled pupils:**

This will include planning to make written information that is normally provided by the school available to disabled learners and adults. Examples might include handouts, timetables, 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 time frame.

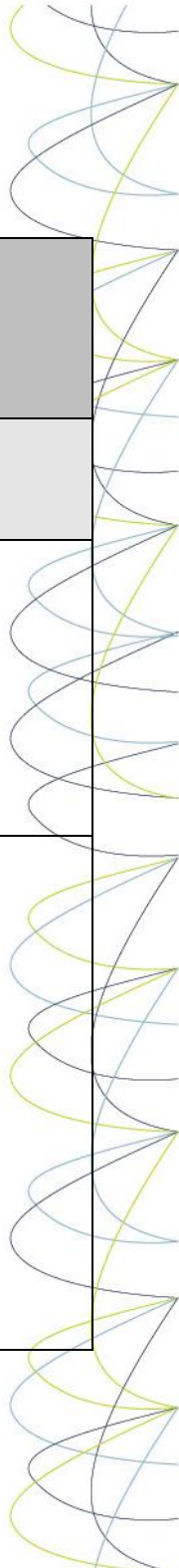
### **Financial Planning and control:**

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.





Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
<b>All colleagues to be aware of the Protected Characteristics and of the Equality Act</b>	All staff to benefit from Equalities Training – external provider.  The Equality Policy will be discussed during staff and governor meetings and form part of new staff inductions.	TC	ST	By Dec '22	
<b>All colleagues to be especially aware of the needs of children with SEND, and how the Equality Act impacts on their rights.</b>	Development of leadership capacity – x3 colleagues with SENDCO qualifications.  Appropriate training programme implemented, including staff meetings, inset and bespoke training for support colleagues.	TC	Medium term	10 <sup>th</sup> Feb '23.	

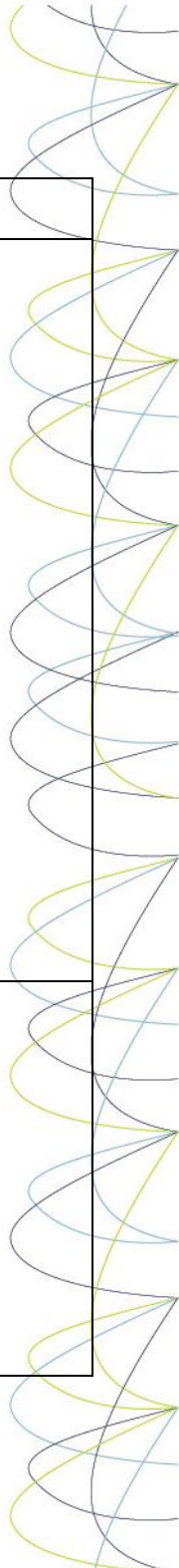




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<p><b>Effective use of resources &amp; specialised equipment to increase access to the curriculum for all pupils</b></p>	<p>Strategic deployment of support staff/intervention teacher</p> <p>Use of ICT, e.g.: Clicker &amp; voice activated text</p> <p>Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, Mantra Lingua resources for pupils with EAL.</p> <p>Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (eg: from Sensory Support)</p> <p>Specific apps to support learning on ipads</p> <p>Other resources as required for individual pupils</p>	<p>KE/NB/BK</p>	<p>Medium term</p>	<p>10 Feb '23</p>	
<p><b>Improve access to Physical Education</b></p>	<p>Within PE specifically:</p> <p>Purchase of additional clean PE kit so as to ensure access of children.</p> <p>To ensure class teachers know how to include children with any type of SEND within PE lessons &amp; Sports Clubs.</p> <p>Regular meetings to ensure all are aware of any type of physical or emotional need in any</p>	<p>TC/KE</p>	<p>Medium term</p>	<p>10 Feb '23</p>	





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	<p>pupil.</p> <p>Widening of available clubs and pro-active targeting of vulnerable children.</p> <p>Access REAL PE for adaptations for their lessons.</p>				
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**Access to the physical environment - statutory**

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
<p><b>Reviewing classroom areas and furniture</b></p>	<p>Regular monitoring will ensure that all work spaces and classrooms are accessible and that all furniture is fit for use and purpose e.g. purchase of standing desks, potential provision of soft play area.</p>	<p>TC/NB</p>	<p>Short term</p>	<p>15<sup>th</sup> Oct</p>	
<p><b>To complete the provision of a permanent height adaptable changing facility in the disabled toilet.</b></p>	<p>Completion and sign off of work.</p> <p>Embed new facility with colleagues.</p>	<p>TC/MG</p>	<p>Short term</p>	<p>15<sup>th</sup> Oct</p>	

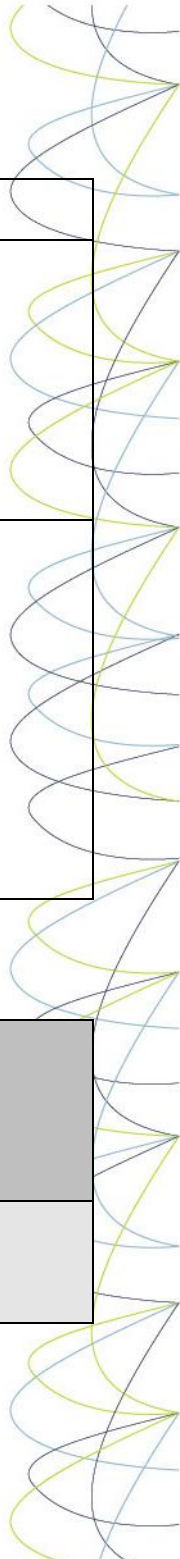


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<b>Ensure that all children with ASD tendencies have access to their own physical safe spaces.</b>	FOR SEND lead and Head to ensure that IEPs offer physical provision, as appropriate.	TC/NB	Short term	By Dec '22	
<b>Wall Art – ensure representative display of role models</b>	As renovation programme continues, for the programme of Wall Art to reflect the demographic of the UK.	TC/MG			

<b>Ensuring inclusion in the school community</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>

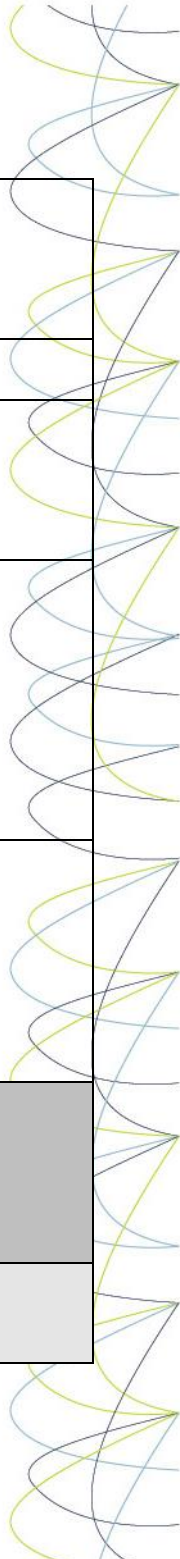




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## Primary School

<b>Offering of Thrive Parenting support</b>	TC and JT to develop Thrive Parenting courses, based on success of Summer 6 programme.	TC/JT	Long term	Ongoing	
<b>Acting as Food Bank referrer</b>	Head to act as referrer for Trussell Trust, and to publicise in newsletter.	TC/JLH	Long term	Ongoing	
<b>Acting to provide enhanced financial programme</b>	Washing of uniform service offered Provision of breakfasts, free lunch club and bagel "grab and Go" service. Arts Academy – food and theatre programme	TC/JT	Long term	Ongoing	
<b>Provision of support services for Ukrainian nationals</b>	Employment of Ukrainian volunteer	TC	Short term	TBC	
<b>Access to the curriculum - statutory</b>					
		<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	

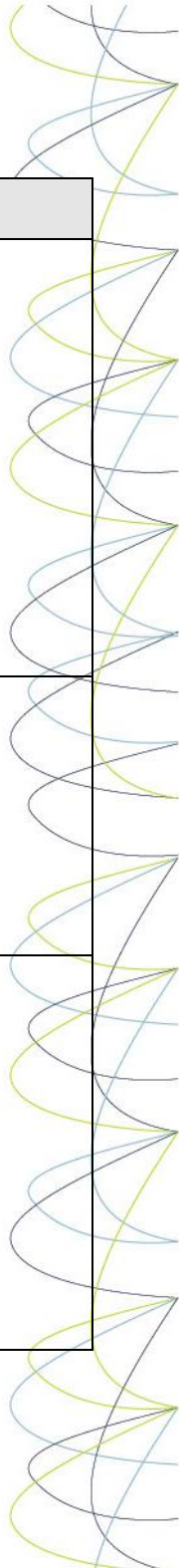




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Accessibility Outcome	Action to ensure Outcome				Notes
<b>Adaptations to the curriculum to meet the needs of individual learners timetable adaptations</b>	Timetable adaptations Speech/Language adaptations. Specific training in various areas of SEND, with a particular focus on SEMH. Use of access arrangements for national tests Development of sensory room to meet needs of children.	TC/NB	Medium term	10 <sup>th</sup> Feb	
<b>Early identification of children with SEND</b>	Employment of a specific EYFS SENDCo, to ensure early 'catching'. Associated, staff training.	NB/BK	Short term	21 <sup>st</sup> Oct	
<b>Continue to minimise use of exclusion and of positive handling</b>	Creation of our own 'in house' Alternative Provision offer. Training of Headteacher on higher level positive handling course – train the trainer. Ongoing child centred, Thrive approach to engaging and supporting vulnerable children, including those with SEND.	TC/NB/JT	Ongoing	Training- Nov Rest is ongoing	







**Access to information advice and guidance - statutory**

<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
Improve the Delivery of Written Information	Ongoing weekly newsletter and active social media  Improve availability of information for parents on new website, launch date tbc.  Key content provided on school website  Provide translated documents where appropriate.  Ensure documents are accessible for pupils with visual impairment, e.g. use of magnifier, and act on any external professional advice.	TC	Medium term	1 <sup>st</sup> May	

