

**LAMBLEY PRIMARY SCHOOL**  
**DISABILITY ACCESS PLAN**  
Reviewed November 2018



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**2018**

## **ACCESS AUDIT AND REVIEW OF CURRENT ACTIVITIES**

This audit seeks to identify barriers to access or inclusion at Lambley Primary School which cover:-

- Physical environment
- Provision of auxiliary aids
- Teaching and learning practices
- The curriculum
- Staff training
- The culture and ethos of the school
- The provision of information

### **1. PHYSICAL ENVIRONMENT**

- 1.1 All the buildings are on the ground floor with steps to the hall. Wheelchair access to the hall is via two fire doors. Access for children with physical disabilities are reviewed by the authorities Physical Disability team and recommendations are put in place.
- 1.2 Doorways are suitable to allow wheel-chair access.
- 1.3 All classrooms are equipped with blinds
- 1.4 Any physical alterations or redecorations which occur in the school will consider colour schemes which are advantageous for children with visual or perceptual problems.
- 1.5 Teaching staff will undertake a termly inspection to ensure that the lay-out of individual classrooms is helpful to children's learning.
- 1.6 Disabled car parking is available for use by the main gate.

### **2. PROVISION OF AUXILIARY AIDS**

- 2.1 All children who require physical auxiliary aids or perceptual aids will be put in place on the advice of Physical Disability team. The needs of all children will be ascertained, as far as is practicably possible, in advance of the child attending school.

### **3. TEACHING & LEARNING PRACTICES**

- 3.1 Lambley Primary School's Teaching and Learning Policy lays out clear strategies for promoting "brain-friendly" learning and caters for different learning styles (Visual, Auditory, Kinaesthetic)

The Teaching & Learning Policy is cross-referenced with the Inclusion, Special Needs Policies and Equality policies. In addition, the school's Behaviour Policy is designed to encourage self-discipline and whilst promoting a consistent approach to behaviour management across the school, the individual needs of SEND children are taken into account when managing their behaviour. Support agencies are used to assist the school where the behaviour or progress of a child is causing concern.

Our teaching and learning practices evidence that these policies are embedded within the school.

- 3.2 Teaching and learning are regularly analysed and included in the School Development Plan if deemed appropriate.

#### **4. THE CURRICULUM**

- 4.1 The planning and timings of our curriculum have been adjusted to take into account the requirements of the Access Plan.
- 4.2 Both Teachers and Teaching Assistants are encouraged to promote more creativity in order to make best use of children's cultural norms and to make lessons more motivational.
- 4.3 Training and development in relation to making children of all abilities more autonomous and creative will be provided for all staff.
- 4.4 Our PSHE curriculum and Whole School Assemblies make use of SEAL materials and other high quality resources to highlight positive role models and multi-cultural Britain. We are committed to promoting British Values. Two members of the Senior Leadership Team have been given the roles of "Phase Leaders" ensuring progress will be monitored through the school's existing systems.

#### **5. STAFF TRAINING**

- 5.1 The promotion of improved curricular accessibility will be developed through annual performance targets with individual members of staff, through full team meetings and meetings of the Senior Leadership Team. Consideration will also be given to allocating INSET time to this area as required and to supporting attendance at specific staff training and development events.

#### **6. THE CULTURE & ETHOS OF THE SCHOOL**

- 6.1 The School is proud of its tradition of inclusion and its Special Needs practices. This is reflected in our vision and our mission statement.

#### **7. PROVISION OF INFORMATION**

- 7.1 Information about the school is available on the school website and is available in other formats if required. New Starters receive a Parent Information booklet on arrival.
- 7.2 Letters from school are carefully vetted to make sure they are clear and wherever possible, pictures and diagrams are used.

**Approved by Lambley Primary School Governing Body**

Signed: Diane Bathgate

Designation: Chair of Governors

Date: 15<sup>th</sup> November 2018

Review Date: November 2019