

Lakeside Primary School Access Plan 2022-24

Definition of Disability

The Disability Discrimination Act 1995 (DDA) defines a disabled person as: “someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”. The definition covers students with physical (including sensory), intellectual or mental impairments. The definition is broad and might include children with a learning disability, sensory impairment, severe dyslexia, dyspraxia, diabetes or epilepsy, students who are incontinent, or who have AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. The definition also covers certain medical conditions when they have a long-term and substantial effect on students’ everyday lives.

This plan is development with support of the Cardiff Disability team and School Organisation and Planning team (SOP). It also changes according to the needs of the pupils we have at school, and what their needs are.

Access to the Physical Environment

	Targets	Strategies	Timescale	Responsibility
Short term	<ul style="list-style-type: none"> • Ensure that all disabled pupils can be safely evacuated 	<ul style="list-style-type: none"> • Ensure all pupils / staff PEEPS are updated for new classes • Ensure all information is up to date and trial in a fire alarm 	Autumn 2022	ALNCo / Class teachers
	<ul style="list-style-type: none"> • Ensure the hoist / stairlift are working and in good order. 	<ul style="list-style-type: none"> • County audit of equipment and any necessary repairs 	Autumn 2022	Administrator / Caretaker
	<ul style="list-style-type: none"> • Replace signage outside school to explain where accessible entrance to school is 	<ul style="list-style-type: none"> • Purchase from online supplier 	Spring 2023	Administrator / Caretaker
	<ul style="list-style-type: none"> • Ensure safety for pupils, parents and carers arriving at and leaving school 	<ul style="list-style-type: none"> • Traffic cameras in specified zone outside school prohibits non-resident vehicles driving past and 	Has been in place since 2020	Active Travel Wales

	Targets	Strategies	Timescale	Responsibility
		into/out of car park at certain times of day. See traffic management plan		
Medium term	<ul style="list-style-type: none"> Forward plan for all relevant pupils/cohorts to ensure that they can fully access their classrooms and areas. School staff and specialist teachers are aware of the access needs of children, staff and parents/carers. General site maintenance and upkeep to continue to maximise accessibility in particular for those with visual impairments. 	<ul style="list-style-type: none"> Re-locate classrooms to lower corridors for pupils who have access difficulties. Staff discuss access needs during Pupil Progress Meetings and more often as needed. Make the LA aware of changing needs of individual learners who may require access to additional facilities as they progress through the school. Re-paint yellow stripes on edge of all external steps 	<p>June 23– ready for autumn start</p> <p>Termly</p> <p>Termly meetings with specialist teachers</p> <p>September 2023</p>	<p>ALNCo / Class teachers</p> <p>ALNCo /Class teachers and specialist teachers</p> <p>Caretaker</p>
Long term	<ul style="list-style-type: none"> Allow access to pupils and staff on the first and second floors of the KS2 building Flashing beacons to be installed to assist people 	<ul style="list-style-type: none"> Request lift installation to upper floors of Key Stage 2 building Specialist advice should be undertaken to install alarm/ 	<p>County to be informed and timescale to be advised based on their Access Strategy. Requested again March 2023</p> <p>Awaiting advice</p>	<p>Disability Team and SOP</p> <p>County H&S Department</p>

	Targets	Strategies	Timescale	Responsibility
	<p>with visual impairments in case of fire (all newer devices have flashing beacons)</p> <ul style="list-style-type: none"> • Ensure all school accommodation meets statutory requirements and meets pupils' individual needs. 	<p>alerting systems for people with impaired hearing, such as flashing beacons and vibrating devices. If flashing beacons are used, supplement with signage to indicate purpose.</p> <ul style="list-style-type: none"> • BS8300 - A fire alarm should emit a visual and audible signal to warn occupants with hearing or visual impairments. • Work in collaboration with LA SOP to ensure all statutory requirements are met and provision is adapted to meet the needs of all learners. 	<p>In conjunction with regular ongoing H&S Walks and advice from County H&S Team</p>	<p>County H&S Department</p>

Access to the Curriculum

	Targets	Strategies	Timescale	Responsibilities
Short term	<ul style="list-style-type: none"> • Ensure all staff have access to specific training on equality and disability issues 	<ul style="list-style-type: none"> • Set up INSET training for SLT/ all staff on Equalities/ Disability Equality Duty following HT training on 7th March 2023 	<p>Spring 2023</p>	<p>HT/ALNCO</p>
	<ul style="list-style-type: none"> • Ensure all staff are aware of any disabled pupils' curriculum access where applicable 	<ul style="list-style-type: none"> • Include any disability need in One Page profiles and share with all staff 	<p>Spring 2023</p>	<p>ALNCO</p>

	<ul style="list-style-type: none"> • Further develop a 'Dyslexia Friendly School' (currently Silver Award) 	<ul style="list-style-type: none"> • Staff INSET sessions to train staff on further 'dyslexia friendly' strategies. • Complete school audit for Dyslexia friendly classrooms. • Achieve Dyslexia Friendly Schools Gold Award 	Summer 2024	ALNCO
Medium term	<ul style="list-style-type: none"> • Continue school work around ACEs and Trauma Informed practice to enable Wellbeing Class children to access school • Continue work around access to the Curriculum where language may be a barrier, either EAL or disability-related 	<ul style="list-style-type: none"> • Work with EHW team around the specific issues faced by Wellbeing Class pupils (and mainstream, where needed) • Staff training around EAL and support that can be offered to families. • Particular classes to focus on BSL/Makaton 	<p>Ongoing: TAC meetings, multi-agency, referrals, support for families</p> <p>Ongoing</p>	<p>EHW team School staff Attendance Officer</p> <p>School staff Specialist teachers Families</p>
Long term	<ul style="list-style-type: none"> • Ensure all staff have refresher disability equality training. 	<ul style="list-style-type: none"> • Set up refresher INSET training for SLT/ all staff on Equalities/ Disability Equality Duty and ensure that all staff attend • Ensure new staff access similar CPD courses 		<p>HT/ALNCO</p> <p>HT/ALNCO</p>

Access to Information

	Targets	Strategies	Timescale	Responsibilities
Short term	<ul style="list-style-type: none"> Review information to parents/carers to ensure it is accessible 	<ul style="list-style-type: none"> Consult parents/carers about access needs when child is admitted to school Ensure that information shared with parents/carers can be accessed in accessible language of parents/carers (Parentmail, Google Translate) Office staff support parents/carers where language is a barrier to accessing information. This includes finding translation options from the school, other parents/carers, or professionally 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>HT</p> <p>HT</p> <p>HT Office Staff School staff Other agencies</p>
	<ul style="list-style-type: none"> Inclusive discussion of access to information in all annual reviews and professional meetings Classes to display visual timetables for pupils to follow 	<ul style="list-style-type: none"> Consult with parents/carers and children about access to information and preferred formats in all reviews Develop strategies to meet needs such as face-to-face or online Devise age-appropriate timetables from Reception to Year 6 	<p>As and when necessary</p> <p>As and when necessary</p> <p>Referred to daily</p>	<p>ALNCO</p> <p>ALNCO</p> <p>Class teachers</p>

Medium term	<ul style="list-style-type: none"> • Ensure that the school prospectus identifies good practice in Inclusion and equality 	<ul style="list-style-type: none"> • Further develop school prospectus to ensure it refers to processes in place to support pupils and families 	Annual update of prospectus	HT
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