

Accessibility Policy



Lisburne's aim is to provide quality inclusive education for all pupils and access to the full range of National Curriculum subjects in a safe, caring environment where all achievements are valued and celebrated.

Lisburne School is committed to Safeguarding, promoting the welfare of all its pupils and to protecting them from the risks of harm. The Governors expect all staff, students and volunteers to share this commitment by demonstrating their understanding of how each individual adult working on behalf of the school has an active part to play in protecting children from harm and promoting their welfare.

As part of Lisburne's commitment to safeguarding and child protection we fully support the government's Prevent Strategy.

We aim to fulfill the Prevent Duty by protecting our pupils from harm and to ensure they are taught in a way that is consistent with the law and British Values. We aim to: raise awareness, enable learners to make a positive contribution and safeguard the wellbeing of our children.

Policy updated	February 2020
Policy agreed by GB on	February 2020
Policy shared with staff on	March 2020

Introduction

Lisburne School is a primary school with pupils with a wide range of learning difficulties and attendant sensory, mobility, medical and communication difficulties. On admission, all our pupils have an EHC Plan.

Aims and Objectives

To create an environment that meets the special educational needs of each pupil.

To ensure that the special education needs of each pupil are provided for.

To make clear the expectations of all partners in the process.

To enable all pupils to have full access to all elements of the curriculum.

To ensure that parents/carers are able to play their part in supporting their child's education.

To ensure that our pupils have a voice in this process.

Special Educational Needs

Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- they are under school age and fall within the definitions above.

All of the pupils who join our school have attended an early year's education setting. All our pupils are assessed when they join our school, so that we can build upon their prior learning.

School staff have experience of working with a wide range of pupils with special educational needs. Training is provided through a cycle of staff INSET to raise awareness of needs and also of strategies for effective classroom practice in meeting needs.

Curriculum

In our school we aim to offer excellence and choice to all our pupils, whatever their ability or needs. We have high expectations of all our pupils. We aim to achieve this through the removal of barriers to learning and participation. We want all our pupils to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that pupils:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to pupil's needs by:

- providing support for pupils with a wide range of special educational needs;
- planning to develop pupil's understanding through the use of all available senses & experiences;
- planning of intervention programmes to support pupil's learning;
- helping pupils to manage their behaviour and to take part in learning effectively and safely;

Pupil Participation

Pupils are involved at an appropriate level in setting targets for their IEPs and are encouraged to make judgements about their own performance against their IEP targets.

Every pupil has an input into their One Page Profile that contains information about how best to support them, what is important to the pupil and what we admire about the pupil. This information is updated twice a year with involvement of the pupil, parents/carers and class teachers following discussions at parents evening. The profile sheets are displayed in the classroom.

Through the four stages of Pupil Voice (stage 1 response, stage 2 indicators, stage 3 talking mats & stage 4 verbal feedback), all pupils throughout the school are given a 'voice'. This enables them to share information such as their likes and dislikes about school.

Pupil's self-evaluations and aspirations are gathered annually through the Annual Review process. This seeks to establish what is going well and what the children wish to improve. Their parents/ carers also have the opportunity to express their views in writing at the review meeting. This includes the opportunity to express any concerns or queries they may have regarding their child's progress and the provision in place for them.

Transition

Close links with feeder schools and secondary schools are established and being extended to ensure the smooth transition of pupils and to share expertise and training. Robust systems are in place to ensure the smooth transition of pupils from nursery schools to Lisburne School. Liaison and the sharing of information regarding pupils with an EHC plan usually begins with our family liaison assistants and reception class teachers.

All information regarding transition to secondary school is discussed with parents/carers at the pupil's year 5 annual review. Visits are arranged for the parents/carers to prospective secondary schools and are supported by our family liaison assistants.

Visits to secondary schools and visits by secondary school teachers are arranged in the summer term for our year 6 children.

The Head and class teachers liaise with parents/carers to ensure that all relevant information is passed on and any appropriate adjustments and preparations can be made for the pupils. For pupils entering Lisburne School an opening evening is held at the end of the summer term for all new parents/carers and pupils to attend. This allows parents/carers to meet staff, see the school and have questions answered.

External Agencies

There is regular liaison with a range of outside agencies who offer advice, guidance and support in meeting the needs of the pupils we support. These agencies include:

- Educational Service for the Sensory Impaired
- Speech and Language Therapists
- Occupational Therapists
- Children's Physiotherapy Service
- HYMs
- Psychology Service
- School Nurse
- CCLDT
- Respite Providers

Physical Access

- Wheelchair access throughout the school
- Dropped kerbs to facilitate wheel-chair access
- Disabled toilets.
- Washing and changing facilities available
- Adequate space to meet with parents and carers available

- Space for small group work and individual work for targeted learners
- Availability of storage for equipment and personal possessions
- Development of a physical environment that is safe and welcoming
- Each individual may see themselves reflected in displays around the school

Information Access

- Home/school liaison via Tapestry or Class Dojo for school/parents
- Visual timetables and information supported by signs/symbols for targeted pupils
- Progress files to provide ongoing information to parents/carers on the pupil's progress and curriculum at all stages
- School website
- Parent's evenings