

Blossom Federation

Daubeney, Sebright and Lauriston



Accessibility Plan

'If you are struggling, what can we do to make learning better for this child or children?'



Lauriston School



Accessibility Plan Reviews (Version Control)

Review Date	Changes made/Details of action plan	Next Review Due Date	By Whom
July 2019	Whole plan Reviewed – Federation Plan	Summer 2021	Ms Terry Corpe
Summer 2022	Whole Plan Reviewed	Summer 2023	Mr Robin Warren Annwen Johnson BEM

Contents

1. Aims	3
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	6
5. Links with other policies	6
Appendix 1: Accessibility audit	7

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which children with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable children with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to children with disabilities

The Blossom Federation aims to treat all its children fairly and with respect. This involves providing access and opportunities for all children without discrimination.

At the Blossom Federation we believe the Schools and community should do everything possible to ensure that children are successful throughout their time with us. This relates to every area of development and also an emphasis on Growth Mindset which is about children believing that they can improve even if things are challenging for them. Children are encouraged to see success as progress from their own starting points as well as in Foundation Subjects and extracurricular activities.

We will apply this phrase to problem solving challenges: *'If you are struggling, what can we do to make learning better for this child or children?'*

We will foster individuality and success for all children to achieve their best.

All activities and trips are planned so they are accessible to all. However, if a child's behaviour is likely to put themselves or others at risk then the child will not be able to attend the trip. Trips and visits will not be considered if children with particular needs cannot access these.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

As the Blossom Federation we work as a team to look at how we can improve the accessibility of our schools. We work closely with the London Borough of Hackney who owns the buildings and advises us on Health & Safety by completing H & S surveys annually.

The Blossom Federation's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises. At Lauriston and Daubeney we have access to a lift to enable ease of travel between floors. However, at Sebright there is no lift available. When making reasonable adjustments we also need to take into account the impact any change would have on the other children and adults using the space. However, the Federation will endeavour to adapt the physical environment if required for any specific accessibility need. This could involve relocating classrooms each year if they have children with physical difficulties.

Policy Ratified: Summer 2022

Blossom Federation



Federation Personnel for Inclusion

Robin Warren Executive Head Teacher		
Daubenev	Sebright	Lauriston
Gregory Logan Head of School	Terry Corpe Head of School Federation Lead for SEND and Safeguarding	Louis Harris Head of School
Matthew Swarbrick Curriculum Lead	Sian Mciver Curriculum Lead	Naomi Julian Curriculum Lead
Raj Dharma SENDCO	Salma Ali SENDCO	Sheila Symes and Safiya Louis SENDCO
Prisca Arwieng Troy Utz Jenni Bird Inclusion Personnel	Rowan Tidey Troy Utz Jenni Bird Inclusion Personnel	Troy Utz Jenni Bird Inclusion Personnel

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p><i>Refer back to the phrase 'If you are struggling, what can we do to make learning better for this child or children?'</i></p>	<p><i>As inclusive schools, we will be a solution focused to improving outcomes for children with a range of needs.</i></p> <p><i>An example of this has been Rainbow at Daubeney - a provision built around the ARO provision.</i></p>	<p><i>We will aim to meet the needs of all children through adapting provision</i></p>	<p><i>Admissions meetings to use the phrase:</i></p> <p><i>'If you are struggling, what can we do to make learning better for this child or children?'</i></p> <p><i>Post phrase on our local offer pages</i></p>	<p><i>Robin Warren</i></p> <p><i>Inclusion Team</i></p>	<p><i>From September 2022</i></p>	<p><i>We will have a range of evidence of being solution focused and thinking creatively about provision</i></p>
<p><i>Promote the types of support available for the community to understand types of need</i></p>	<p><i>Links within this policy and in our local offer on each site to signpost information and support for the following range of needs:</i></p> <ul style="list-style-type: none"> <i>• visual impairment</i> <p>https://www.nib.org.uk/children-young-people-and-families/information-parents-children-with-vi</p> <p>https://www.myfamilyneeds.co.uk/support-parent/supporting-your-visually-impaired-child/</p> <p>https://www.moorfields.nhs.uk/sites/default/files/Information%20for%20children%20and%20young%20people%20with%20sight%20loss%20and%20their%20families.pdf</p> <p>https://www.look-uk.org</p>	<p><i>Website and Local Offer to signpost links and support and reviewed annually;</i></p> <p><i>SEND support to refer to these</i></p>	<p><i>Communication of objective to inclusion staff</i></p> <p><i>Links to materials to be posted on policy and in local offer page</i></p>	<p><i>Robin Warren</i></p> <p><i>Terry Corpe (SEND Federation Lead)</i></p> <p><i>SENDCO's - Raj Dharma, Sheila Symes, Safiya Louis and Salma Ali</i></p>	<p><i>September 2022</i></p>	<p><i>School able to signpost to range of support</i></p>

- **hearing impairment**

<https://www.ndcs.org.uk/information-and-support/>

<https://engage-education.com/blog/how-to-support-a-child-with-a-hearing-impairment-in-school/>

[https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/Documents/NCC%20Sensory%20Impairment%20Service%20-%20Support%20for%20Deaf%20Children%20in%20Education%20Settings%20\(PDF%20110KB\).pdf](https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/Documents/NCC%20Sensory%20Impairment%20Service%20-%20Support%20for%20Deaf%20Children%20in%20Education%20Settings%20(PDF%20110KB).pdf)

- **dyslexia**

<https://www.bdadyslexia.org.uk/advice/children/how-can-i-support-my-child>

<https://www.nhs.uk/conditions/dyslexia/living-with/>

<https://childmind.org/article/understanding-dyslexia/>

- **allergies**

<https://www.myallergykitchen.com/allergy-support-groups-for-parents-uk/>

<https://www.allergyuk.org>

<https://theallergymumsclub.com/free-allergy-support-resources-parents/>

- **physical difficulties**

<https://www.shinecharity.org.uk/for-professionals/faqs-about-physical-disability-and-educational-settings>

<https://childcare.extension.org/specific-ideas-for-child-care-providers-to-help-children-with-physical-disabilities/>

<i>Promote throughout our work, disability awareness and about 'hidden disabilities'</i>	<i>Children understand that disabilities are not obvious and can be hidden. They ended exposing to these to empathise and understand</i>	<i>Annual disability awareness focus e.g. as a themed week or ongoing project work led by the SENDCOs</i>	<i>Discussions with inclusion teams and planning for the federation calendar</i>	<i>SENDCO and PHSE Leads</i>	<i>By July 2023</i>	<i>Children will understand and empathise with what a disability is in its many forms.</i>
<i>Offer specialist places or children with additional and complex needs</i>	<i>We have a number of projects under way: Rainbow at Daubeney - specialist EYFS provision for children with complex needs Mini ARP's in each phase - with spare classrooms and additional staff, we are going to investigate a nurture/specialist approach to meeting these children's needs alongside the mainstream classrooms</i>	<i>Rainbow and KS1 provision to be in place annually</i>	<i>SENDCO to lead on provision and study impact Ongoing liaison with Hackney Education about this being a roll-out model</i>	<i>Raj Dharma</i>	<i>Sept 2022 onwards</i>	<i>The school will adapt provision to implement the engagement model alongside the mainstream curriculum</i>
	<i>The Nest Nurture Group at Daubeney - KS1 provision for children with barriers to learning. This is already in place but we are expanding and relocating.</i>	<i>This will offer space to x10 Daubeney children and x2 for across the provision; and potentially a business offer in future</i>	<i>Federation Pastoral Leader to monitor impact</i>	<i>Jenni Bird</i>	<i>September 2023</i>	<i>The Nurture model will be successful for reducing barriers to learning and raising attainment</i>
	<i>Sebright Additional Resourced Provision (ARP) for children with Language and Communication This is a specialist setting within Sebright for up to 20 children. T</i>	<i>The design will be a central resource - 2 classrooms and group rooms and outside area plus access to specialist professional input and mainstream teaching</i>	<i>Feasibility study to concluded</i>	<i>Robin Warren Terry Corpe Hackney Education</i>	<i>April 2022 onwards</i>	<i>From September 2023, the school will have an ARP</i>
<i>Increase access to the curriculum for</i>	<i>Our schools offer a differentiated curriculum for all children.</i>	<i>Curriculum resources to include examples of people</i>	<i>Lead teachers to ensure that examples of people with disabilities are</i>	<i>Curriculum Leads above</i>	<i>Ongoing</i>	<i>Children show awareness of disabilities and how people with disabilities</i>

<p><i>children with a disability</i></p>	<p><i>We use resources tailored to the needs of children who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all children, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for children with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all children.</i></p> <p><i>New Assessment procedure in place for teachers to identify the most vulnerable groups</i></p>	<p><i>with disabilities; books, resources, media</i></p>	<p><i>included in any new resources purchased where possible.</i></p>			<p><i>are still able to take an active role in school activities.</i></p>
<p><i>Improve and maintain access to the physical environment</i></p>	<p><i>Lauriston & Daubeney Schools are fully accessible. Adaptations are made as needed to ensure that everyone can access resources and that their individual needs are met.</i></p> <p><i>Sebright Primary School is a listed building and so cannot be adapted for wheelchair access above the ground floor. The ground floor is fully accessible. It has parking facilities for staff and at times visitors.</i></p>	<p><i>Our long term vision is to have an ARP at Sebright which will mean internal changes to relocating a specialist provision to the first floor (current Y3);</i></p> <p><i>Y3 would move to where Y2 is on the first floor.</i></p> <p><i>Y2 would move to the ground floor having access to outside learning provision.</i></p> <p><i>Children with physical needs would be able to be on the ground floor from Nursery to Y2. In subsequent years we could relocate classes to the ground floor on a rolling</i></p>	<p><i>This to be factored into our admissions guidance</i></p>	<p><i>Robin Warren</i></p>	<p><i>September 2022</i></p>	<p><i>All children regardless of needs would be able to access learning at Sebright</i></p>

		<i>programme to accommodate them.</i>				
<i>Improve the delivery of information to children with a disability</i>	<p><i>Our schools can use a range of communication methods to ensure information is accessible, as necessary. This includes:</i></p> <ul style="list-style-type: none"> ● <i>Internal signage</i> ● <i>Large print resources</i> ● <i>Braille</i> ● <i>Induction loops</i> ● <i>Pictorial or symbolic representations</i> ● <i>i-pads linked to IWBs for VI students</i> 	<i>All classrooms display visual timetables and Makaton signs and Makaton signing is used across the school.</i>	<p><i>Visual timetables to be available for each class</i></p> <p><i>Makaton signs continue to be introduced weekly to teach children and teachers the signs.</i></p>	<i>Terry Corpe – HoS Sebright, and SENCo – Sheila Symes, Raj Dharma and Salma Ali</i>	<i>Ongoing</i>	<i>Visual timetables and Makaton is seen as a part of learning and so children feel included in their class learning.</i>
<i>Support further IT development with skills and access</i>	<p><i>The IT Team have launched their own IT Channel to support skills development</i></p> <p>https://web.microsoftstream.com/channel/8d05a5fe-db38-4719-921f-d71e8a26926f</p>	<i>To support the accessibility needs for staff in becoming up to date with new IT developments</i>	<i>Network team to roll out instructions as things develop</i>	<p><i>Mohamad Bakouse</i></p> <p><i>Tyler Williams</i></p> <p><i>Graham</i></p>	<i>June 2022 Launch</i>	
<i>To investigate improvements to classroom acoustics</i>	<i>New classroom regulations factor in improvements to acoustics. Older buildings such as Sebright and Daubenev</i>	<i>Trial of acoustic treatments in two spaces to inform future policy and investment</i>	<p><i>Specialist Teacher and co-opted Governor working with parent representatives to find solutions*</i></p> <p><i>* This also ay feature in the Sebright ARP project</i></p>	<p><i>Troy Utz</i></p> <p><i>Robin Warren</i></p> <p><i>Chris Russell (Governor)</i></p>	<i>Jan 2022 ongoing</i>	<i>Noticeable acoustic absorption in classroom environments</i>

4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Chair of Governors and Executive Head Teacher

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy including risk assessments
- Equality information and objectives policy
- Special educational needs (SEN) information report
- Medical Needs policy

6. Premises Plans and Audit information

Premises Plans are here:

[Daubeney](#)

[Sebright](#)

[Lauriston](#)

[Children Center](#)

