



Leehurst Swan Accessibility Plan
Reviewed in February 2019 by the Headmaster
Applies to the whole school including EYFS

THIS PLAN IS PUBLISHED ON THE SCHOOL WEBSITE FOR PARENTS.

Leehurst Swan is committed to equality of opportunity to all its pupils including those who suffer from some forms of disability. Although the school is housed in buildings that have been adapted for the current use and the site is problematic in incorporating steep slopes and large numbers of stairs, the Governors continue to strive to ensure disability is not a barrier to education for pupils.

The accessibility plan has been considered with the intention of maintaining and if possible, improving access for all pupils.

Leehurst Swan acknowledges the assistance provided by guidance documents prepared by the following public bodies:

The Department for Education (DfE)

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/LEA%200168%202002>

The Equality and Human Rights <http://www.equalityhumanrights.com/>

The policy has been written with regard to The Equality Act 2010

The guidance documents referred to above state that:

‘Disabled people’ includes disabled children, young people and adults, as pupils, employees, governors, parents and carers and other members of the wider community that might use school premises for leisure or other activities. The definition of disability covers a broad spectrum of impairments including:

- cancer
- diabetes
- epilepsy
- HIV
- multiple sclerosis
- hearing or sight impairments
- mobility difficulties
- people with mental health conditions or learning difficulties/disabilities.”

More information on the definition of disability is available at the Reference B above.

RELATED POLICES THAT LINK TO THIS DOCUMENT

- Disability Policy

- Equal opportunities policy
- SEN and Learning Difficulties
- Anti Bullying
- Administration of Medicines
- Disability: Employment Policy and Procedure

ACCESS PLAN

Leehurst Swan has a school Accessibility Plan to cover:

- Increasing access for disabled people to the school curriculum.
- Improving access to the physical environment of schools.
- Improving the delivery of written information to disabled pupils.

This document is actively monitored on a three year cycle.

IDENTIFYING BARRIERS TO ACCESS

The DFE guidance has been followed in Identifying Barriers to Access: the check list compiled is attached as appendix A to this document

There are three overriding aims:

1. Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the school's curriculum;
2. Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled
3. Improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

This plan will be reviewed annually. It is due to expire on 31 March 2020

Access Plan for Leehurst Swan School

	Targets	Strategies	Outcome	Time frame	Goals achieved
Short Term	Achieve differentiated teaching in classroom. Improve teaching methods for most able pupils	Training of teachers by Learning Support department. School INSET Availability of more varied materials.	School improves performance and involvement of existing pupils.	Achieved Sept 2011	Improved provision for all pupils including disabled pupils.
Medium Term	Installation of window blinds, where needed, to improve lighting conditions for visually impaired pupils. Increased visibility of trip hazards such as steps. Removal of steps and the restricted access to All prep classrooms. Improve access for senior pupils to some classrooms	Identify the windows requiring blinds, as ICT equipment is added to class rooms. Add visibility strips to stairs and steps and ensure they are well illuminated.	Several classrooms to be suited for visually impaired pupils. Improve safe mobility of visually impaired pupils.	Achieved September 2011 Achieved September 2011 Achieved Sept 2014 The studio and PSHCE room achieved Jan 2015	Widen the range of disabilities that can be catered for within the school.
	Removal of steps and restricted access to All prep classrooms	Steps to be replaced with ramps and internal lift for all classrooms	Allow wheel chair users to access the Walker hall and all Prep Classrooms.	Achieved September 2014	Widen access for disabled pupils with limited mobility.
Long Term	To reduce the number of steps and barriers around the buildings. To improve the acoustics of halls and class rooms for hearing impaired pupils	Design new buildings and ground works to improve access. Consideration of the requirements of each room and hall,	More areas of the school to be accessibly by wheelchair users. Hearing impaired pupils to be able to use all parts of the school	Partially achieved for Prep Pupils 2014 Achieved September 2013	Widen access for disabled pupils with limited mobility Widen access for pupils with hearing disabilities.

Identifying Barriers to Access: A Checklist

Section 1: How well does the school deliver the curriculum?

Question

APPENDIX A

Yes No

Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?

Are your classrooms optimally organised for disabled pupils?

Do lessons provide opportunities for all pupils to achieve?

Are lessons responsive to pupil diversity?

Do lessons involve work to be done by individuals, pairs, groups and the whole class?

Are all pupils encouraged to take part in music, drama and physical activities?

Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?

Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?

Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?

Do you provide access to computer technology appropriate for students with disabilities?

Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?

Are there high expectations of all pupils?

Do staff seek to remove all barriers to learning and participation?

Y	
Y	
Y	
Y	
Y	
Y	
Y	
Y	
Y	
Y	
Y	
Y	
Y	

Section 2: Is the school designed to meet the needs of all pupils?

Question

Yes No

Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?

	N
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Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?

Y	
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Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?

Y	
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Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?

Y	
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Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?

	N
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Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?

	N
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Are areas to which pupils should have access well lit?

Y	
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Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?

Y	
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Is furniture and equipment selected, adjusted and located appropriately?

Y	
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Section 3: How does your school deliver materials in other formats?

Question

Yes No

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?

	N
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Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?

Y	
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Do you have the facilities such as ICT to produce written information in different formats?

Y	
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Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?

Y	
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