

# Accessibility Plan Policy

## Leehurst Swan School



<b>Approved by:</b>	 Headmaster  Chair of Governors	<b>Date:</b> 15/02/2021
<b>Last reviewed on:</b>	15/02/2021	
<b>Next review due by:</b>	15/02/2024	

Last Reviewed: 15/02/2021, Next Review: 15/02/2024 or as required by a change in regulatory legislation.

**This plan applies to the whole school including EYFS and is published on the school website for access by parents.**

## **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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils which is readily accessible to pupils who are not disabled.

Leehurst Swan School has high ambitions for all its pupils and expects them to participate and achieve in every aspect of school life. We have a caring, supportive ethos that seeks to value all individuals and treat them fairly and with respect. Our school promotes equality of opportunity for all people: pupils, staff, parents, carers and others who use the school. By promoting a positive attitude towards all people we aim to eliminate discrimination and harassment and thereby fulfil an essential component of our ethos.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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

## **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 (2014), '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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

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The Accessibility Plan shows how access is to be improved for disabled children, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practical.

Attached is a set of actions showing how the school will address the priorities identified in the plan.

### **Views of those consulted during the development of the plan**

The needs of all pupils and staff, including disabled pupils, are considered when planning and delivering all aspects of the curriculum. It is the responsibility of the Academic Leads, Head of Learning Support, Heads of Department and teaching staff to ensure that teaching matches the learning needs of all children.

Each teacher is aware of the individual needs of all the pupils (through the regularly updated provision map). This informs the;

- Physical environment
- Curriculum provision
- And the written information shared.

Views of the parents and carers of children with disabilities are gathered throughout the year and there are regular occasions during the year where details can be updated.

Data is stored centrally by the Head of Learning support on each child to inform the accessibility requirements of the school on the provision map. This is updated every term and circulated to all teachers.

Where we have disabled staff, parents and service providers we will provide a response to suggestions on how we can improve our accessibility plan and its priorities. This would inform considerations that may be required to make reasonable adjustments.

### **The Main Priorities in the School's Plan**

#### **1. Increasing the extent to which disabled pupils can participate in the school curriculum**

The needs of all the pupils of the school are considered when planning the school curriculum. It is the responsibility of the Academic and Teaching and Learning Leads to lead teachers to ensure that the needs of all the pupils are met.

In order to ensure that all children are catered for the Head of Learning Support works closely with the teaching team in all parts of the school.

A detailed target setting system for all the children with special needs has been used. This highlights the specific needs of each child including those with disabilities and targets their curriculum provision.

Where necessary outside agencies are contacted for specialist support e.g. Autism Outreach team, physiotherapists, support for behaviour management, support from the Educational Psychologist.

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## **2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:**

- Leehurst Swan School has two new buildings that have been built to be fully accessible for disabled pupils
- In the new buildings there is excellent disabled access and outside access from the ground floor levels.
- There are designated disabled toilets.
- On site car parking for visitors includes a disabled parking bay.
- The school has internal emergency signage and escape routes are clearly marked.
- The Hub has been designed to give a safe, restful place for pupils and staff.

## **3. Improving the delivery to disabled pupils of written information to enable accessibility to all:**

- All information shared takes account of the needs of the pupils. Advice is sought from specialist agencies e.g. Occupational Therapist with regards to specific needs, when they arise e.g. large print needed, textbooks with blue paper or use of a hearing aid.
- The views of the parents/pupils and staff are taken account of on a regular basis, this informs the way that written information is delivered.
- Preferences of parents will be taken account of.

## **4. Making it happen - Management, Co-ordination and Implementation**

- The Leehurst Swan Senior Leadership Team and Head of Learning Support will ensure that the 2020-22 Accessibility Plan is managed and implemented.
- The Bursar and Facilities Manager will ensure that quotes for work to be carried out are sought and that the needs of the pupils inform the setting of the budget and the three areas of:
  - Increasing the accessibility of written information
  - Increasing the accessibility of the physical environment
  - Increasing the access ability of the curriculum

The Accessibility Plan will also coincide with the School Improvement Plan and the School Self Evaluation and Strategic Overview.

We will consult with experts when new situations regarding children with disabilities are experienced. The Senior Leadership Team and Head of Learning Support will work closely with outside agencies to support pupils who are identified as need specific support that relates to this plan.

The attached action plans set out the priorities set by the school to improve accessibility of Leehurst Swan School under the headings of

- Reviews and monitors the disability equality scheme
- Increasing accessibility to written information

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- Increasing accessibility to the curriculum
- Increasing accessibility to the physical environment.

### **Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

## Accessibility Plan & Disability Equality Scheme Activities

School: Leehurst Swan School

Date: 2021- 2024

Target	Outcome	Timescale	Resources	Person responsible	Monitoring and Evidence
<b>1. Leading and monitoring the disability equality scheme</b>					
Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them	All aspects of school life promote equality of opportunity for all pupils	Review of policies at time of renewal date	Staff meetings Governing Body meetings	Head SLT Governing Body staff	SLT, Staff and Governor meeting minutes
Review and update school accessibility plan	School is accessible to all pupils	Every 3 years	Staff meetings Management meetings	Head SEN coordinator Governing Body staff	SLT and Governor meeting minutes
Create an accurate database of pupils, staff and parents / carers with identified disabilities	Up to date database of needs within school	Ongoing but also reviewed and updated at the start of each academic year	New joiner information  Update Management Information System	Bursar and Admin Team	MIS updated

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2. Promoting curriculum access for disabled pupils and adults					
All out of school activities are planned to ensure the participation of the whole range of pupils	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	ongoing	Risk assessments Pre-trip visits	Teaching Staff Head Educational Visits Trips Coordinator	Extra-curricular Log
School visits are made accessible to all pupils irrespective of attainment and impairment	All pupils have access to all school visits	ongoing	Pre-visit visits Risk assessment 1:1 TAs provided with pupils with EHCPs or vulnerable children with mental health or physical disabilities where possible.	Teaching staff Educational Visits Trips Coordinator	All children access all visits
Classrooms and other settings are optimally organised to promote the participation and independence of all pupils	Lessons start on time, without the need to make adjustments to accommodate the needs of individuals	ongoing	Implement a preferred layout of furniture and equipment to support the learning process in individual class bases Specific seating arrangements suggested for children with some mental health issues, so they can leave the	Teaching Staff  Head of Learning Support	Classroom visits Regular updating of the Provision Map and for it to be distributed to all teaching staff.

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			classroom unhindered (provision map) Use of comfortable areas such as The Hub to use as needed.		
Training and awareness raising of disability issues for staff, governors, parents and pupils	Whole school community awareness of the issues relating to access within school	Autism training Dyslexia training Dyspraxia training IEP training Mental health training	Understanding of differing needs and disabilities	Head of Learning Support	Training records Evidence of parental participation
Pupils with disabilities can access ICT equipment if appropriate	All children and adults can access the full range of ICT equipment available in school to support their learning. Robust assessment of children's needs for use of ICT in lessons and exams.	ongoing	Audit of need ICT equipment to meet needs Specialist support from outside agencies	Head of Computing  Head of Learning Support	Children have access to ICT equipment to help them with the recording of their work Children are able to access IT for GCSE access arrangements. Updated list of access arrangements is updated regularly and stored on the MIS. The results of annual Exam Inspection of access arrangements is held by the Examinations Officer.

### 3. Improving the physical environment of the school and its services

Ensure that pupils in wheelchairs and walking aids can move around appropriate areas of the school without experiencing barriers	Any children or adults in wheelchairs or who have support with a physical disability can access appropriate parts of the school	Carry out audit of need, if need arises. Carry out risk assessment if need arises.	Specialist support from outside agencies Doors to and from classrooms wide enough for wheelchair access PEEP completed for pupils in wheelchairs	Head teacher  Head of Learning Support	Written reports  Copies of any PEEP that is required
Provide pathways to travel around the site. Where physically possible no areas in school only accessible by steps – all areas ramped if the structure of the building allows	Where physically possible all children and adults in wheelchairs can access all parts of the school	Carry out audit of need, if need arises.	Specialist support from outside agencies	Head  Bursar  Facilities manager	Written audit
Ensure Personal Emergency Evacuation Plans cover pupils and adults with a disability if required	Staff are aware of all Personal Emergency Evacuation Plans and routes from their classrooms for vulnerable pupils	Reviewed annually	Specialist support from outside agencies Identify alternative route for evacuation from classrooms e.g. if door widths are too narrow, if fire alarm won't be heard. Fire drills to prepare for	Head  Bursar  Facilities Manager	Record of Fire drill practices Fire Evacuation Plan monitored annually or as needs change

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			actual event at different times of the day with all staff members		
<b>4. Improving the quality of information for and about disabled pupils and adults</b>					
Provide information in a range of formats, including website access	Information to be shared can be found on website and in a range of formats	ongoing	Specialist resources and support from outside agencies if required Pastoral Lead notes to be used as appropriate to spot patterns in information. Provision Map available to share with parents.	Head Admin Team Registrar	Feedback indicates delivery of school information to parents/carers/school community improved
Ensure that parents/carers who have a disability can receive information and reports by an alternative method	All parents/carers have appropriate access to the information the school shares Specific arrangements made to meet identified needs	ongoing	Ensure all information is made available in a suitable format in a reasonable time e.g. translated into appropriate language, available in large print etc	Head Admin Team Registrar	
Review and update school database of pupils, staff and parents / carers with identified disabilities	Up to date database of needs within school	ongoing	Update MIS	Head of Learning Support Admin Team	Annual updates of database

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