

## ACCESSIBILITY PLAN

### General

1. The Equality Act 2010 and Public Sector Equality Duty build on previous legislation such as the Disability Discrimination Act. Available guidance makes it clear that schools are still required to produce an accessibility plan.
2. This Plan was drawn up in consultation with the Governing Body (GB), members of school staff and students.
3. The aims of this Accessibility Plan are to:
  - a. Improve the physical environment of the school to increase disabled pupils' **physical access** to education and extra-curricular activities (Appendix A).
  - b. Increase the extent to which disabled pupils can engage in the school **curriculum** (Appendix B).
  - c. Improving the delivery of information to disabled pupils, using formats which give pupils better access to **information** (Appendix C).

### Responsibility

4. The responsibility for this Access Plan lies with the Governing Body and the Headteacher. The day-to-day management of the Plan rests with the SENCO in consultation with the School Business Manager.

### Review

5. Larkmead School's Accessibility Plan will be reviewed every 3 years or sooner if necessary by the Finance, Estates & Premises Sub-Committee of the Governing Body (GB).

1<sup>st</sup> October 2015

## APPENDIX A - PHYSICAL ACCESS

Statement	Evidence	Action Required
<p>The size and layout of areas allows access for all pupils including</p> <p><b>Academic areas</b> e.g. classrooms, assembly hall, library</p> <p><b>Sporting areas</b> e.g. gymnasium, outdoor sporting facilities</p> <p><b>Social facilities</b> e.g. restaurant, common rooms</p> <p><b>Play areas</b> Playgrounds</p>	<p>All areas are accessible except the classrooms on the upper floor of the history block.</p> <p>However, in this latter case, alternative ground floor classrooms can be timetabled in.</p> <p>Handrails have been fitted in appropriate areas to assist physically disabled students transferring to Evac Chairs for emergency evacuation.</p>	
<p>Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs. Toilet facilities have adequate room to accommodate a hoist and changing beds if needed. Showers are available and accessible.</p>	<p>Disabled toilets are available in all blocks.</p> <p>Each of the two medical rooms have a shower, changing bed and a hoist.</p>	
<p>Pathways of travel around the school site and parking arrangements are safe logical and well signed.</p>	<p>In place and included in annual H&amp;S audit by LA.</p>	
<p>Emergency and evacuation systems inform <b>ALL</b> pupils, including pupils with SEN and disability.</p> <p>Alarms have visual and auditory components.</p>	<p>Visual alarms present in Hearing Support Unit.</p> <p>Personal Emergency Evacuation Plans (PEEPs) in place for relevant students</p>	
<p>Non-visual guides are used to assist disabled people when using buildings. e.g. lifts with tactile buttons.</p>	<p>In place; lifts have tactile buttons.</p>	

<p>Décor and signage are not confusing or disorientating for pupils with visual impairment, autism or epilepsy. Any potential hazards are clearly marked for pupils with visual impairments.</p>	<p>Student consultation and advice of Support Services.</p>	
<p>All area to which pupils have access are well lit</p>	<p>In place and regularly monitored; repairs made when needed.</p>	
<p>Steps are taken to reduce background noise for hearing impaired pupils e.g. consideration given to a room's acoustics, noisy equipment etc.</p>	<p>Most teaching areas now carpeted. Radio mikes used by staff when hearing-impaired students are present. PA system present in the main hall. Soundfield systems in most classrooms.</p>	
<p>Furniture and equipment are selected, adjusted and located appropriately. e.g. height adjustable tables available, low level sinks.</p>	<p>Modified working areas are available in D&amp;T faculty together with modified equipment. Adjustable tables provided in art. Benches at wheelchair height available in labs. Beanbag trays for keyboards provided where needed.</p>	

## APPENDIX B - CURRICULUM ACCESS

Statement	Evidence	Action Required
All teachers and teaching assistants (TAs) have the necessary training to teach and support pupils with a variety of disabilities. Transition plans are in place for some SEN pupils, in addition to monitoring, support and advice from advisory services.	Named TA with a responsibility for supporting pupils with Physical Difficulties. All TAs have attended the induction course. Inset has been provided. The SEN working group has looked at the full range of SEN. Relevant TAs are Evac Chair trained.	New SEN staff to gain and maintain EVAC chair proficiency
Classrooms are optimally organised for disabled pupils	Needs of each student with SEN is assessed and risk assessments done; classrooms modified accordingly	
Lessons provide opportunities for all pupils to achieve	Differentiation is included in Lesson Observations, is a target in the School Improvement Plan and is monitored by senior management.	
Lessons are responsive to pupil diversity	Visual, kinaesthetic and auditory learning styles are catered for.	
Lessons involve work done by individuals, pairs, groups and the whole class	In place and monitored by classroom observations.	
All pupils are encouraged to take part in music, drama and physical activities	All students have access to the National Curriculum in KS3 and wide choice in KS4 options.	
All staff recognise, and allow for, the mental effort expended by some disabled pupils e.g. lip reading by hearing impaired pupils, slow writing speed for dyslexic pupils.	SEN registers, Communication passports, SEN Profiles and memos used to communicate students' special needs to staff. INSET days provide training.	

All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.	TA always present in practical subjects to provide assistance. Special arrangements used at GCSE when needed.	
Disabled pupils who cannot engage in some particular activities are given alternative learning experiences. e.g. pupils who cannot participate in all forms of physical education	SEN PE group in operation. Visually impaired (VI) student has life skills lessons involving use of public transport etc.	
Access to computer technology is appropriate for students with disabilities	Good links with LA IT advisory service at Wheatley. ICT Facilities, including portable devices, in Learning Support Base are available to all SEN students.	
School visits, including visits abroad, are made accessible to all pupils irrespective of attainment or impairment	Risk assessments are carried out for all activities and where possible students are included. Where disabled Students are not able to use regular forms of transport alternative methods of transport are used where feasible.	
All staff have high expectations of all pupils	Target setting in place on an individual basis for all students. School Learning Strategy looks towards a personalised curriculum that will benefit all students as well as SEN.	
All staff seek to remove all barriers to learning and participation	Equal opportunities policy in place and monitored.	

## APPENDIX C – ACCESS TO INFORMATION

Statement	Evidence	Action Required
<p>The school liaises with LEA support services to 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</p>	<p>The school has good links with the sensory impairment service; information going to parents is checked for readability where necessary.</p>	
<p>The school ensures that both in lessons and at meetings for parents, information can be presented in a 'user friendly' way for people with disabilities e.g. by reading aloud overhead projections and describing diagrams.</p>	<p>PA system in place in the hall.  PowerPoint presentations frequently used.</p>	
<p>The school has, and uses, facilities such as ICT to produce written formats. If this is not the case the school knows where to access this facility e.g. the Visually Impaired Service for assistance with Braille.</p>	<p>The services are used where appropriate.</p>	
<p>Staff are familiar with technology and practices developed to assist people with disabilities.</p>	<p>TAs trained on a needs basis to use technology needed at a particular time by a particular student. e.g. radio mikes, screen magnifier for VDUs, lifts, EVac chairs etc.</p>	<p>HLTA with a brief for ICT within SEN to continue to improve curriculum access for these students.</p>