

Accessibility Plan

Larkmead School

This document applies to all academies and operations of Cambrian Learning Trust.

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Document Control			
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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 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school strapline is 'One community, individual minds, creating futures'. The focus on the contribution and importance of every member of the Larkmead community is conveyed in The Larkmead Promise, our vision and ethos statement: At Larkmead, everyone matters and makes a difference. We know that everyone's individuality, diversity and differences make us a happy, inclusive and vibrant school and society. You will find like-minded friends and supportive, encouraging staff who will help you be yourself and grow. You'll explore opinions and develop positive attitudes towards other people and our planet. With our links to charities and campaigns you will stand up for what's right, playing an active part in making your community and the world a better place, at Larkmead and for life.

We have a series of posters and messages around the school reminding students of certain behaviours that are unacceptable, encouraging students to speak up for what is right and involve a member of staff. In discussion with students, disablism was included in this approach.

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.

The school supports any available partnerships to develop and implement the plan, including the Therapy services (Speech and Language Therapy, Occupational Therapy, Physiotherapy) and Local Authority services in particular (Special Educational Needs Support Service SENSS).

Our Complaints Procedure, which can be found on our website and also from the school office, should be followed if you have any concerns relating to accessibility in school.

We have included a range of stakeholders in the development of this accessibility plan, including the Local Governing Body (LGB), members of school staff and students.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

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 be completed	Success criteria
Increase access to the curriculum for pupils with a disability	1. Annual transition plans are in place for some SEND pupils as required 2. There is a named Learning Support member of staff with a responsibility for supporting pupils with Physical Difficulties, ASD and SPLD 3. New learning support staff complete the school/departamental induction programme 4. The needs of each student with SEND are assessed and identified. This is communicated to staff via the SEND register and individualised pupil profiles. 5. All students have access to the National Curriculum in KS3 and wide choice in KS4 options. We have restructured so that KS3 runs through Years 7-9, enabling all students to continue to access the broad and balanced curriculum, including					

	the arts and 'practical' subjects. 6. A range of learning opportunities are in place including individual, paired, group and whole class. Monitored through learning walks and lesson observations 7. Dyslexic friendly strategies are embedded within classroom delivery. Monitored through learning walks and lesson observations 8. All staff have high expectations of all pupils with teacher expectations proforma in place 9. All staff recognise, and allow for, the additional physical/ mental effort expended by some disabled pupils e.g. lip reading by hearing impaired pupils, writing, reading speed for dyslexic pupils 10. All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work 11. Access Arrangement assessments carried out annually and put in place accordingly 12. Disabled pupils who cannot engage in some particular activities are given alternative learning experiences. 13. School visits, including visits abroad, are made accessible to all pupils irrespective of attainment or impairment. Individual pupil risk assessments in place to support this		11. Continue to promote access arrangements procedures across staff team to ensure all students have appropriate support in place.	11. Exams office and senco	11.Accordance to exam timescales	11. JQC Audit
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	14. Where disabled pupils are not able to use regular forms of transport alternative methods of transport are used where feasible 15. All staff seek to remove all barriers to learning and participation by paying regard to the Code of Practice 2014 and the Equalities act 2010 16. Equality and Accessibility are targets set out in the School Improvement Plan Learning Support Department Improvement Plan and CLT policy and practice 17. Annual CPDL is in place to support staff to effectively meet the needs of pupils with SEND 18. We use national and international awareness days to celebrate diversity and disability. 19. Garden redevelopment has created wheel chair access and raised beds, supporting inclusion.					
Improve and maintain access to the physical environment	20. The environment is adapted to the needs of pupils as required. 21. Annual transition planning for new pupils in place – changes to the environment are made accordingly 22. All areas of the school are accessible except the classrooms on the upper floor of the Humanities block. However, in this latter case, alternative ground floor classrooms are timetabled in. Our 'specialist' classrooms are all on the ground floor. 23. Handrails have been fitted in appropriate areas to assist physically disabled students transferring to Evac Chairs for emergency evacuation 24. Pupils who use wheelchairs can move around the school without experiencing barriers		20. Review of environment and students needs undertaken as part of student review and forward planning	20. Senco & school business manager	20. In line with student admissions	20. All appropriate adaptations in place

to access such as those caused by doorways, steps and stairs. 25. Toilet facilities have adequate room to accommodate a hoist and changing beds if needed. 26. Showers are available and accessible/disabled toilets are available in all blocks 27. The medical room has a shower, changing bed and a hoist. Hoist is serviced x2 year 28. Pathways of travel around the school site and parking arrangements are safe, logical and well signed 29. Emergency and evacuation systems inform ALL pupils, including pupils with SEND, alarms have visual and auditory components 30. Visual alarms present in Hearing Support Unit. 31. Personal Emergency Evacuation Plans (PEEPs) in place for relevant students 32. Non -visual guides are used to assist disabled people when using buildings. e.g. lifts with 9 tactile buttons 33. Décor and signage is clear for pupils with sensory impairment/ difficulties 34. New LED lighting has improved 'access' in main block corridors by making the environment brighter 35. Any potential hazards are clearly marked					
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	for pupils with visual impairments 36. All areas to which pupils have access are well lit 37. Steps are taken to reduce background noise for hearing impaired pupils e.g. consideration given to a room's acoustics, 38. Most teaching areas now carpeted. Radio mikes used by staff when hearing - impaired students are present. PA system present in the main hall 39. Soundfield systems in most classrooms 40. The school garden is being redeveloped to include access for visitors in wheelchairs, with visual impairment and other disabilities so that they can engage in activities in the garden. 41. Furniture and equipment are selected, adjusted and located appropriately. e.g. height adjustable tables available, low level sinks 42. Modified working areas are available in D&T faculty together with modified equipment 43. Adjustable tables provided in Art 44. Benches at wheelchair height available in labs					
Improve the delivery of	45. Our school uses a range of communication methods to ensure information is accessible 46. Access to computer technology is appropriate for students with disabilities through links with specialist support agencies (SENSs)					

information to pupils with a disability	47. The school liaises with LA 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 shared with parents is checked for readability where necessary 48. 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 49. Staff are familiar with technology and practices developed to assist people with disabilities 50. All staff receive training on a needs basis to use technology required at a particular time by a particular student					
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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 Local Governing Committee and uploaded to the school website

