

# Accessibility plan

## Larkmead School



Last reviewed on March 2018

Document Control			
Review Period	24 Months	Next Review	March 2021
Owner	Headteacher	Approver	LGB
Category	Public (show on website)	Type	Local to school
<i>Based on Trust template September 2020</i>			

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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.

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, 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 Governing Body (GB), 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 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 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.

### 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 taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our school ensures that disabled pupils can fully participate in the curriculum</i></p> <ul style="list-style-type: none"> <li>• Annual transition plans are in place for some SEND pupils as required</li> <li>• There is a named Learning Support member of staff with a responsibility for supporting pupils with Physical Difficulties, ASD and SPLD</li> <li>• New learning support staff complete the school/departmental induction programme.</li> <li>• The needs of each student with SEND are assessed and identified. This is communicated to staff via the SEND register, Communication</li> </ul>					All pupils are able to access a curriculum offer that meets their needs



	<p>and lesson observations</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work</li> <li>• Access Arrangement assessments carried out annually and put in place accordingly</li> <li>• 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 there is an alternative Physical Education programme in place</li> <li>• Target setting in place on an individual basis for all students</li> </ul>					
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	<ul style="list-style-type: none"><li>• 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</li><li>• Where disabled pupils are not able to use regular forms of transport alternative methods of transport are used where feasible</li><li>• 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</li><li>• Equality and Accessibility are targets set out in the School Improvement Plan and Learning Support Department Improvement Plan</li><li>• Annual CPD is in place to support staff to effectively meet the needs of pupils with SEND/D</li></ul>					
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<p>Improve and maintain access to the physical environment</p>	<p><i>Our school ensures that environment is adapted to the needs of pupils as required</i></p> <ul style="list-style-type: none"> <li>• Annual transition planning for new pupils in place – changes to the environment are made accordingly</li> <li>• All areas of the school are accessible except the classrooms on the upper floor of the history block. However, in this latter case, alternative ground floor classrooms are timetabled in.</li> <li>• Handrails have been fitted in appropriate areas to assist physically disabled students transferring to Evac Chairs for emergency evacuation</li> <li>• Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs</li> </ul>					<p>All pupils with a disability are able to access the physical environment of the school.</p>

	<ul style="list-style-type: none"> <li>• Toilet facilities have adequate room to accommodate a hoist and changing beds if needed</li> <li>• Showers are available and accessible Disabled toilets are available in all block</li> <li>• Each of the two medical rooms have a shower, changing bed and a hoist. Hoist is serviced x2 year</li> <li>• Pathways of travel around the school site and parking arrangements are safe logical and well signed.</li> <li>• Emergency and evacuation systems inform ALL pupils, including pupils with SEND/D Alarms have visual and auditory components</li> <li>• Visual alarms present in Hearing Support Unit. Personal Emergency Evacuation Plans (PEEPs) in place for relevant students</li> <li>• Non-visual guides are used to assist disabled people when using buildings. e.g. lifts with</li> </ul>					
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	<p>tactile buttons.</p> <ul style="list-style-type: none"> <li>• Décor and signage is clear for pupils with sensory impairment/difficulties</li> <li>• Any potential hazards are clearly marked for pupils with visual impairments</li> <li>• All area to which pupils have access are well lit</li> <li>• Steps are taken to reduce background noise for hearing impaired pupils e.g. consideration given to a room's acoustics, noisy equipment etc</li> <li>• Most teaching areas now carpeted. Radio mikes used by staff when hearing-impaired students are present. PA system present in the main hall</li> <li>• Soundfield systems in most classrooms</li> <li>• Furniture and equipment are selected, adjusted and located appropriately. e.g. height adjustable tables available low level sinks</li> </ul>					
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	<p>Including:</p> <ul style="list-style-type: none"> <li>• Modified working areas are available in D&amp;T faculty together with modified equipment.</li> <li>• Adjustable tables provided in art</li> <li>• Benches at wheelchair height available in labs</li> </ul>					
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <ul style="list-style-type: none"> <li>• Access to computer technology is appropriate for students with disabilities through links with specialist support agencies (SENSS)</li> <li>• 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</li> </ul>					<p>Pupils with a disability are able to access information</p>

	<ul style="list-style-type: none"><li>• 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</li><li>• Staff are familiar with technology and practices developed to assist people with disabilities.</li><li>• All staff receive training on a needs basis to use technology required at a particular time by a particular student.</li></ul>					
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#### **4. Monitoring arrangements**

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

It will be approved by the Local Governing Body

## Appendix 1: Accessibility audit

*The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.*

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				