

Policies & Procedures

Accessibility Plan 2018

Date policy approved	Spring 2018
Approving body	Local Governing Body
Next review date	Spring 2021
Previous review date	

Lightcliffe Academy

Accessibility Plan 2018

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

Lightcliffe Academy 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 plan will be made available online on our website, and paper copies are available upon request.

We are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

We support any available partnerships to develop and implement the plan.

Our complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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.

This policy complies with our funding agreement and articles of association.

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	Objectives	Actions to be taken	Person responsible	Date to complete actions by
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Access arrangements for exams to allow students of all abilities to reach their full potential</p>	<p><u>Short Term:</u> To ensure all students are able to access a full and varied curriculum whilst aiming for aspirational targets in order to stretch and challenge. Regular review of the timetables students timetables to ensure that access is as easy as practical. To ensure where practically possible access is available throughout a large percentage of the school</p> <p><u>Medium Term:</u> For a greater number of students to have the individual support needed to achieve their full potential. As budgets allow for the installation of permanent ramps, hand rails and doors to comply with DDA.</p> <p><u>Long Term:</u> For a higher percentage of students to achieve their aspirational targets in most subjects and reach a suitable outcome post 16.</p>	<p>Termly reviews of any student that has accessibility issues</p> <p>Program accessibility works to be carried when budget allow</p> <p>Continued room changes where required</p> <p>Further intervention and support from SEN team/pastoral staff/intervention mentors</p> <p>Enrichment programme</p> <p>Increase access to resources for students</p>	<p>SLT/SENCO</p> <p>Site team</p> <p>SLT/SENCO</p> <p>SEN Team</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Reception desk at wheelchair-accessible height <p>Room changes are made where required for students with mobility issues</p> <p>Most of the school is accessible to disabled student & the school strives to ensure that students have minimal obstacles from carrying out a normal school day</p> <p>Clearly sign posted corridors and classrooms.</p> <p>Leaving lesson early with supervision if required to avoid accidents.</p>	<p><u>Short term:</u> To maintain existing access to a high standard to ensure the safety of staff and students.</p> <p><u>Medium Term:</u> To improve access and availability in existing buildings. As budget allow the installation of permanent ramps, hand rails, etc.</p> <p><u>Long Term:</u> To provide access to ALL students with mobility issues to all areas of school.</p>	<p>Continued monitoring and maintenance of existing provision. Additional coloured markings on steps.</p> <p>New builds to have lift access and clearly marked signs with braille if required.</p> <p>Identification of direction on doors opening and glass doors to be clearly marked.</p> <p>Possible reduction in weight of doors</p>	<p>Head of F&E/ Site team</p>	<p>Ongoing</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by
<p>Improve the delivery of information to pupils with a disability</p>	<p>We use a range of communication methods to ensure information is accessible, including:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops <p>TA support used within lessons to ensure information is passed and recorded</p> <p>Differentiation within the classroom and adaptation of work from support staff</p> <p>Annual reviews for students with SEND and student involvement in this</p> <p>Student Learning platform and school website fully accessible to all</p>	<p><u>Short Term:</u> To maintain and monitor existing provision to ensure good access to relevant information for all students</p> <p><u>Medium Term:</u> To develop initiatives to aid accessibility to information for students in each year group.</p> <p><u>Long Term:</u> Students with acute additional needs to be able to access all school information independently.</p>	<p>Update software regularly</p> <p>Install new and appropriate programmes for students</p> <p>Regularly maintain ipads/laptops, etc</p> <p>Further develop home-school links using available technology</p> <p>Encourage use of planners for recording information</p> <p>Parent/staff training on school website/learning platform</p>	<p>Technicians</p> <p>SENCO/ Technicians</p> <p>Technicians</p> <p>SLT/ Technicians</p> <p>Pastoral/ TAs</p> <p>SLT</p>	<p>Ongoing</p>

4 Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	Lift to one floor. Access available to all parts of the building except Maths/Humanities (upstairs) and the extra Drama room	Rooming change on timetable if student or staff member unable to access	SLT and Timetabler	Ongoing
Corridor access	Corridor access is good although busy at lesson changeover	Ensure corridors are not obstructed Where appropriate, students to leave lessons early with their buddy to ensure safe movement on the corridors avoiding injury to self & other students & staff	Site team Individually reviewed	Ongoing Individually reviewed
Lifts	Lift to one floor. Service level agreement in place for maintenance	Ensure lift is in a serviceable condition and is regularly maintained to installation specification and timeframes	Site team	Ongoing
Parking bays	Disabled parking bay marked in the lower car park School ensures individuals with mobility issues have a dedicated drop off point agreed between all parties	Meet with individuals/parents to discuss dropping off and collection of affected students	Individually reviewed	Individually reviewed

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Entrances	Assisted front doors, wide entrance accessible to wheelchair users, ramps installed/ made available	Make ramps available in all areas of school that are identified as regular access points	Site team	Ongoing
		Portable ramps to be purchased as needed (to be reviewed as needed when individual students are assessed)	Site team	Individual review
Toilets	Disabled toilets available	Maintain	Site team	Ongoing
Reception area	Accessible to wheelchair users, low level reception desk	Maintain	Site team	Ongoing
	Member of staff on reception during opening hours			
Internal signage	Clear, large signs on site for visually impaired	Maintain	Site team	Ongoing
Emergency escape routes	Fire evacuation plan in place	Ensure weekly testing of system and maintenance	Site team	Ongoing
	Each individual with accessibility issues needs to have a Personal Emergency Evacuation Plan and dedicated PEEP buddies	Ensure that each individual with accessibility issues has a PEEP	Site supervisor/ H&S nominated person	Individual review

5 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 Governing Body.

6 Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report and policy
- Supporting pupils with medical conditions policy