



# **Lancasterian School Accessibility Plan**

<b>Date Written:</b>	<b>February 2018</b>
<b>Date Approved by Governors:</b>	<b>Pending</b>
<b>Date Reviewed by Governors:</b>	
<b>Date of Next Review:</b>	

# Contents

1. Aims.....	2
2. Legislation and guidance .....	3
3. Action plan.....	4
4. Monitoring arrangements .....	6
5. Links with other policies .....	6
Appendix 1: Accessibility audit.....	7

.....

## 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

### School Principles and Values:

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.

All pupils who access educational provision at Lancasterian, except a small number who attend our inclusive nursery, do so because they have been identified by key professionals in the community as having additional needs which may impact on their access to the curriculum.

Pupils who are admitted to Lancasterian at whatever age and stage of development come initially for a period of interdisciplinary assessment. Education and health staff work in close collaboration with each other and parent carers to ensure a clear assessment of needs is made. Initial plans are then drawn up suggesting strategies to effectively meet the needs identified.

All pupils who attend Lancasterian School either experience physical disabilities arising out of their diagnosed medical condition or have complex medical needs. At least 80% of pupils also have associated learning difficulties. The range and complexity of needs of the pupils attending Lancasterian and the rarity of conditions of some pupils has increased significantly over recent years.

All pupils who attend Lancasterian have an interim review six weeks after their admission, similarly all pupils have an interdisciplinary annual review. More frequent reviews are held if needs change/increase, if concerns arise, if pupils are in transition to other schools or if parent/carers request.

All pupils have detailed Individual Education Plans, which have been shared with parent/carers, pupils, class teams and appropriate key professionals.

Every pupil has a home school diary, which staff write in on a daily basis. Key targets from IEPs are recorded in these. There are currently two formal opportunities per year aside from review meetings for parents/carers to meet with school staff; one in the Autumn Term the purpose of which is to share new IEP's and one in the Summer Term to share summative IEP's, report on progress and outcomes at end of year assessment and share workbooks.

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.

Our school's 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 where appropriate 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.

### 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 to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Short Term objective:</p> <p>Improve Differentiation through Questioning and Use of TAs</p>	<p>School Development Plan has been created to improve differentiation.</p>	SLT	July 2018	<p>Pupils have fully differentiated lessons that ensure they have increased access to the curriculum.</p> <p>Evidence through Learning Walks, Lesson observations and directed staff appraisal.</p>
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Elevators</i></li> </ul>	<p>Lancasterian has a fully accessible school, some areas of the playground to be developed to ensure access for all</p>	<p>Schedule of work to be carried out through each academic year to improve the playgrounds through capital funding and</p>	SLT	Annual Review in July 2018	<p>Budget expenditure</p> <p>Funds raised to cover costs</p> <p>Pupil and Staff feedback</p>

	<ul style="list-style-type: none"> <li>• <i>Corridor width</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Library shelves at wheelchair-accessible height</i></li> </ul>		charity work			
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a total communication approach and other communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Braille</i></li> <li>• <i>Induction loops</i></li> <li>• <i>Pictorial or symbolic representations</i></li> <li>• <i>AAC Devices</i></li> </ul>	Staff Training and development around questioning, resources and activities provided throughout the year.	INSET Schedule meets the needs of the SDP and Staff needs.	SLT	Annual Review in July 2018	<p>Questioning is judged to be good or better in most lessons.</p> <p>Evidence through Learning Walks, Lesson observations and directed staff appraisal.</p>

## **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 Policy Committee.

## **5. Links with other policies**

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

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

## Appendix 1: Accessibility audit

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				

