



## **DISABILITY ACCESSIBILITY PLAN**

Review date: **October 2022**

Next review: **October 2023**

## Accessibility Plan 2021 - 2024

<b>Access to the physical environment:</b>				
○ To improve the physical environment as far is practically possible to increase the extent to which disabled pupils can take advantage of the full range of activities provided				
Identified Need	Proposed Action	Timescale/ responsibility	Evaluation / outcome/ comment	Completed
Review availability of disabled parking	→ Extend the number of disabled bays in the School carpark → Ensure minimum distance from disabled bays in school car park to School Office	Summer 2023	Awaiting outcome of planning application – new car park due to be created on site, which will offer a better provision for disable drivers	
Short term access to disabled parking for staff/ visitors	→ Parking permits are issued to staff/ visitors who may need to park as close to the School as possible following an injury or medical procedure	Ongoing	HR Advisor/ Bursar to issue parking permits where required	
Ensure that all individuals with disabilities can be safely evacuated.	→ A Personal Evacuation Plan is in place for any individual identified as needing one.	Ongoing	Personal Evacuation Plan in place for those who require it. To be reviewed annually or sooner if situation changes. Further PEP's to be created as and when required	
Ensure staff and pupils can access teaching rooms	→ When pupils or a member of staff are unable to access the first and second floors in the main teaching block for reasons of incapacity, timetables are amended accordingly to allow teaching to take place on the ground floor	Ongoing	Timetable changes to be actioned when required	

**Access to the Curriculum:**

- To ensure that disabled pupils have as much access to all aspects of the curriculum as those without a disability

Identified Need	Proposed Action	Timescale/ responsibility	Evaluation / outcome/ comment	Completed
Review use of staff resources to increase access to the curriculum for all pupils	→ LS department provides additional support to pupils who need additional support	Ongoing	Level 3 pupils or Level 4 pupils (as outlined in LS Policy)	Ongoing
	→ Head of LS is supported by LS assistants who provide 1:1 support to pupils who have an EHCP and whose identified needs require this level of support	Ongoing	1:1 support provided to pupils with specific needs. Post funded by LA	Ongoing
	→ Identified and appropriate resources as required by EHCP are provided to pupils			Ongoing
	→ Differentiated learning provided to pupils across the School	Ongoing		
Ensure all staff are aware of disabled children's curriculum access	<ul style="list-style-type: none"> <li>→ Set up a system of individual access plans for disabled pupils when required</li> <li>→ Information sharing with all agencies involved with child</li> </ul>	Ongoing	Individual LS Pupil Passports (with precis of need) are in place for pupils on Level 2 (monitoring) and Level 3 (1-1/group; with targets) support. Level 4 (EHCP) pupils have passports and shared EHC plan information sheets. All full reports and plans are available	Ongoing

			to staff as appropriate and on request. Plans are communicated to staff and reviewed regularly	
Enable staff to continually update and increase their knowledge and understanding of needs of all students to remove any barriers to learning.	<ul style="list-style-type: none"> <li>→ Continue to provide training on practical differentiation strategies available in the classroom.</li> <li>→ Ensure staff use strategies suggested by the LS Department or any other specialist teacher (strategies to include access to PowerPoints/ lesson notes/worksheets in advance, additional time and use of laptops/tablets or other resources as appropriate.)</li> <li>→ Include specific reference to SEN/ disability equality in all curriculum reviews. Head of LS to monitor provision.</li> <li>→ Provide additional training to staff on disability equality issues where appropriate</li> </ul>	Ongoing	Head of LS to monitor lessons and provide support to staff and pupils; Regular reminders to staff regarding extra time/readers/scribes/practical assistants for assessments and exams Head of LS to organise or provides inset opportunities for staff.	ongoing
Ensure access arrangements and reasonable adjustments are applied consistently	<ul style="list-style-type: none"> <li>→ Devise strategies for teachers to implement individual's access arrangements as outlined on their Pupil Passports as part of their normal way of working.</li> <li>→ Review procedures to ensure access to reasonable adjustments made for</li> </ul>	Ongoing	Provision set in place ready for when the pupils start school or as soon as a pupil is identified as having an identified need.	Ongoing

	examinations comply with JCQ regulations			
Ensure appropriate use of specialised equipment to benefit individual pupils and staff	<ul style="list-style-type: none"> <li>→ Assess the needs of the individual as required and provide equipment as needed e.g. special grips, headphones, writing slopes etc</li> <li>→ If required, appropriate training is provided to any staff who will be working with pupils with additional needs</li> </ul>	Ongoing	Provision set in place ready for when the pupils start school or as soon as a pupil is identified as having an identified need.	
Continue to ensure that pupils with disabilities are able to take part in off-site trips and visits	<ul style="list-style-type: none"> <li>→ Risk assessments are carried out for chosen trip locations.</li> <li>→ If needed additional staff are allocated to accompany solely those children with specific needs.</li> <li>→ Wheelchair access bus/coach transport is used if required.</li> </ul>	Ongoing	Appropriate RA is conducted to ensure trips are appropriate for all students to participate.	
<p><b>Access to information:</b></p> <ul style="list-style-type: none"> <li>○ To improve the provision to disabled pupils of information which is readily accessible for pupils who are not disabled</li> </ul>				
Identified Need	Proposed Action	Timescale/ responsibility	Evaluation / outcome/ comment	Completed

<p>To continue to develop a voice for children, staff and parents/carers with disabilities</p>	<p>Developing opportunities for children with disabilities, staff and parents by:</p> <ul style="list-style-type: none"> <li>→ Including children and parents in LS review meetings</li> <li>→ Teachers discussing issues regularly with children (via the PSHME scheme of work and assembly programme)</li> <li>→ Use of the School council</li> </ul>	<p>Ongoing</p>		
<p>Ensure information in lessons, assemblies and arranged events can be read on the board and screens and heard by pupils</p>	<ul style="list-style-type: none"> <li>→ Written information will be provided in other formats as necessary e.g. large print, coloured paper</li> <li>→ Use of microphones</li> </ul>	<p>Ongoing</p>	<p>In place</p> <p>When required</p>	
<p>Review the use of ICT to support students with disabilities in the classroom access information.</p>	<ul style="list-style-type: none"> <li>→ Research new technologies for individuals with specific learning difficulties or any with hearing or visual difficulties</li> <li>→ Sound facilities are optimised e.g. portable hearing loops, adapted headphones (e.g. music, MFL)</li> </ul>	<p>Ongoing</p>	<p>Some pupils, for whom it is appropriate, are using Microsoft Dictate for some tasks. Improved service means it is compatible with school ICT system, however not always appropriate for some pupils whose speech is unclear. Pupils who may benefit from using Immersive reader to support them for some homework tasks and reflection on class tasks are currently learning to do so.</p> <p>Appropriate pupils are also trialling the use of a C Reader pen. Some pupils are now</p>	<p>Ongoing</p> <p>Ongoing</p>

			using this as their normal way of working	
To ensure that all parents and other members of school community can access information	→ Written information will be provided in other formats as necessary e.g. large print, coloured paper	When required		