

Leighfield Academy



School Accessibility Plan

3 Year Period covered by this plan 2016-2019

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

The Governing Body has key duties towards disabled pupils:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities.

This plan sets out the Governing Body's proposals to increase access to education for disabled pupils in the following three areas required by the planning duties in the Equality Act:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually to the governing body. The school profile also contains information about our accessibility plan.

Attached is:

- information about the context of our school and possible processes for establishing the priorities in our accessibility plan
- a draft action plan showing how our school will address our priorities for improving access to education for disabled pupils over time.

1. Starting points: the current context of our school and our processes for establishing the priorities in our Accessibility Plan.

1A. The purpose and direction of our school's plan: vision and values

Governors and staff will be working together to review and redefine our vision and aims for the school. (Spring 2009). This will be shared with parents and the wider community so that their views and comments can contribute to developments at our school.

Our principles reflect our values and beliefs in:

- a culture of inclusion equal opportunities and high expectations for all.
- our definition of inclusion is presence, participation and achievement for all pupils.
- removing barriers to achievement and improving access to the curriculum and provision at Leighfield for all children.
- a commitment to effective and sustainable use of resources.

1B. Information from pupil data and school audit

Key starting points for our plan are assessments of:

- The nature of the school population for whom the school is planning.
We have information about pupils already in the school and moving through it. However there is mobility in cohorts throughout the school which means that we may also admit pupils with a disability at short notice.
- The nature of the school, including evaluation of the impact of the school's existing plans and resources.
An audit of the school's strengths and weaknesses in working with any disabled pupils on the school roll will be included in the annual review and update our School Development Plan. This audit will include an analysis of:
 - i. The pattern of their participation in the life of the school, for example:
 - Patterns of attendance or of any exclusions
 - Areas of the curriculum to which disabled pupils may have limited or no access at the moment
 - Participation of disabled pupils in any off-site activities
 - Any parts of the school to which disabled pupils may have limited or no access at the moment.

- ii. The impact on disabled pupils on the way the school is organised, for example
 - School's policies, practices and procedures anti-bullying, school trips, the way risk assessments are carried out, learning and teaching, time-tabling and the administration of medicines.
 - The physical environment of the school
 - The curriculum
 - The ways in which information is currently provided for disabled pupils
 - The priorities set in other plans, particularly the School Development Plan (SDP)
- iii. Outcomes for disabled pupils, including:
 - A detailed analysis of data and results
 - Detailed information about how well disabled pupils are accessing the curriculum, for example lesson observations in different curriculum areas
 - Participation and achievement in extra-curricular activities.

Other information, such as local/national information on trends in school population will also be considered.

The level of staff awareness of what the Equality Act requires of them will be part of our review of Staff's professional development needs.

1C. Views of those consulted during the development of the plan

Consultation will be organised in a way that is accessible to the particular groups being consulted. The school will ensure that:

- The length and detail of the consultation is proportionate to the issues on which people are being consulted
- It reflects the size and composition of the disabled pupil population.
- Form, format, time and place are considered so that all stakeholders are enabled to participate.

The plan and subsequent reviews will be informed by the views and aspirations of any disabled children and their parents, any appropriate voluntary organisations and local authority priorities.

Evidence of how the views of different groups have been sought and have influenced the plan will be available in school if required.

2. The Main Points in the School's Plan

2A. Increasing the extent to which disabled pupils can participate in the curriculum.

The priorities set in this section relate back to the starting points above (vision and aims, information and data, consultations with pupils, parents and the wider community).

Planned curriculum development work will be coordinated with the priorities in the School Development Plan and consider the key elements to a successful planned approach such as appropriate deployment of learning support and pupil grouping, use of SENCO time, responsibilities of subject leaders, time tabling, raising awareness of disability through the curriculum, access to specialist advice and support.

Disabled pupils need access to the national curriculum but also to recreation, movement around the school, special events such as sports days, visiting theatre groups, extra- curricular activities, school clubs and school trips.

2B. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

The Governing Body acknowledges that an environment that welcomes diversity and difference and a school that learns how to improve access for disabled pupils will be good for everybody. Opportunities in planned work such as general building work, refurbishment and redecoration will provide accessibility considerations and the chance to include accessibility developments in an efficient way. Changes to the physical environment we may need to consider are:

- Improvements to lighting, signage, colour contrast, acoustic environment, provision of quiet areas and floor coverings
- Improvements to toilets, washing and changing facilities
- Changes to the playground layout and other common areas
- Provision of ramps and improvements to doorways
- Provision of particular furniture and equipment to improve access.

2C. Improving information for disabled pupils

Information for disabled pupils -might include hand-outs, timetables, worksheets, teachers' feedback and marking of work, notices and information about school events.

Improving the delivery of information might include making information available in larger print, on different paper, in simplified language, with visual symbols, using a symbol system, through sign language, on audio tape or in Braille. The school will ensure that details of access to the relevant support services are known.

The school is required to set out its plans for improving delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. This has to be done:

- i. within a reasonable time
- ii. in ways which are determined after taking account of their disability and any preferences expressed by them or by their parents.

Priorities for the school may be a review of marking and assessment policies and building different formats into new information as it is developed to reduce the need for repeated individual adjustments.

3. Making it happen

The school is required to put its accessibility plan in writing, to resource and implement them. Plans are renewable every three years and the school is required to report annually on its accessibility plans (to be included in the school prospectus and school profile).

3A. Management, coordination and implementation

Overall responsibility for the school's accessibility plan lies within the Governing Body, but improving access for disabled pupils requires everyone at our school to understand the duties in the DDA and apply this knowledge in their own area of responsibility. Staff development planning is therefore a crucial element in increasing accessibility.

The Governing Body and oversight of the school accessibility plan

The Governing Body should set priorities relating to their responsibilities for the plan. They will consider:

- the school's vision, values and aims for disabled pupils
- how the governing body oversees the accessibility plan and sets a clear direction for it
- how the governing body assures itself that the plan is being implemented and that it makes a difference
- how and when the school will review and revise its plan, including how anyone might contribute to the process
- a mechanism for evaluation of the plan and built in outcomes that can inform the evaluation
- a variety of evidence that can be used in the evaluation of the plan
- how they report to parents on the success of the plan eg through the school profile.

At Leighfield, processes and strategies for monitoring and evaluation, plus responsibilities and dates for these, will be built into our plan in a similar format to the SDP. This will support the governing body in answering the key question:

How does the Governing Body know that the school is increasingly accessible and that their vision and values for disabled pupils are becoming a reality?

Coordination

The school may develop an accessibility plan separately before embedding it into other planning processes and policies such as SEN, Health and Safety, Healthy Schools, Equal Opportunities, etc and the staff's professional development. The successful integration of the school accessibility planning into other planning processes will improve those processes and make it all manageable and achievable.

The School Development Plan is the school's over-arching plan and the accessibility plan can and should cross reference and dovetail into this as well as being consistent with the school's improvement priorities in its SEF.

Evaluation

The evaluation of the school's plan needs to address two questions:

- Have we done what we said we would do? (monitoring)
- What effect has it had? (evaluation)

3B. Making the Plan available

Making the school's accessibility plan widely available is a good way of provoking feedback. Feedback is an important element in the review and development of the plan.

The governing body is required to report to parents on the school's accessibility plan. This needs to link to other reporting requirements in respect of disabled pupils. The plan has to be made available on request. Single copies will be available free of charge. The plan will be published on the school's website which also allows it to be viewed by the wider community.

Accessibility Action Plan

2016-2019

Increasing the extent to which disabled pupils can participate in the school curriculum

Task/Activity	Lead Person	Resources	Time Scale	Success Criteria and Impact for pupils
1a. Training for staff in the identification of and teaching children with specific learning difficulties.	SENDCo	Staff Meeting time	2016 and on-going as needed	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.
1b. Provide TA support to enable disabled learners to access PE	Headteacher	£10 per hour, as required	2016	Disabled pupils have full access to PE in school
1c. Teachers to share good practice in meeting specific needs	Headteacher	Staff meetings if appropriate	2017	Increased staff confidence enables needs to be met effectively.
1d. Ensure all pupils can take part in school activities such as productions.	Headteacher	None	2016-19	All pupils able to be included in all school activities.
1e. Classrooms are optimally organised to promote the participation and independence of all pupils.	Class Teachers	As required	2016	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning
1f. Ensure all children on SEN list have a provision map/APDaR in place.	SENDCo	SENDCo release time, 0.5 days per	2016-19	Provision map is up to date and forms a key part of the planning

		week		process for all pupils.
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Accessibility Action Plan

2016-2019

Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

Current context:

- The main building is on one level. There is one accessible toilet, which is in a central part of the school. There are three mobiles with steps.

Task/Activity	Lead Person	Resources	Time Scale	Success Criteria and Impact for pupils
2a. When planning class and music arrangements, ensure pupils using mobiles are able to access them comfortably.	Headteacher		2016-19	No pupil is disadvantaged by not being able to access the mobiles.
2b. Include needs of disabled learners when planning outside areas. eg. Access/ multisensory areas.	Headteacher	FOLS funds and bids to possible funding sources.	2016	Outside areas will meet the needs of disabled learners and include sensory provision..
2c. Monitor the use of the disabled parking space to determine if it is sufficient.	Premises Officer	Devolved Formula Capital	2017	Adequate parking provided for disabled people
2d. Investigate improving the acoustic environment in the hall	Premises Officer	Devolved Formula Capital	2018	Acoustics do not prevent anyone from accessing provision.

Accessibility Action Plan

2016-2019

Improving the delivery to disabled pupils/ families of information which is provided in writing for pupils who are not disabled.

Current context: Currently, we do not know of anybody requiring information in a different form. Assessing the need will be our starting point.

Task/Activity	Lead Person	Resources	Time Scale	Success Criteria and Impact for pupils
3a. Talk to parents of new starters to determine any communication needs they may have.	Headteacher and office staff	none	2016-19	Headteacher and office staff have accurate information about needs.
3b. Address needs revealed eg. by providing large print or audio letters.	Headteacher and office staff	As required	2016-19	All families have sufficient access to information.
3c. Investigate how written materials can be adapted to alternative formats as required.	Headteacher and office staff	As required	2016-19	The school will be able to provide written information in different formats when required for individual purposes
3d. Continue to act on views of parents/carers as to the quality of communication.	Headteacher	none	2016	Positive parental feedback about communication.