



LAURUS
RYECROFT

Accessibility Plan

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1. Aims

The aims of this Accessibility Plan are to ensure that Laurus Ryecroft continues to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions 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.

Laurus Ryecroft is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to ensure access for all.

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. We work closely with the sensory support service to ensure that we are informed of any difficulties that students with VI or HI have in accessing the school site.

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 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 |
|---|---|--|--|---|------------------------------------|--|
| <p>Increase access to the curriculum for pupils with a disability</p> | <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</p> <p>All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs</p> <p>Ensuring all staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable students.</p> | <p>Curriculum continually adapted in response to changing needs as informed by the SENDCO/SEND leads</p> <p>Plan and deliver bespoke training opportunities with outside agencies when the need arises</p> | <p>SENDCO to oversee</p> <p>SENDCO to oversee</p> | <p>Ongoing</p> <p>Ongoing</p> | <p>Students making expected or better progress. Learning Walks ensure this is embedded in lessons.</p> <p>Staff are confident at using suggested strategies, Students benefit from an adapted delivery of curriculum appropriate to needs.</p> |

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| | | <p>Medium Term</p> <p>Ensure that we have succession planning in place for every specialist role within Learning Support so that we will always have the expertise required within the team despite changes to staff.</p> | <p>Performance management and Further Professional Learning needs identified</p> | <p>PM Link to advise and direct training needs for staff</p> | <p>September 2018</p> | <p>Staff training and qualifications in place to ensure the learning and physical needs of all students are met</p> |
| | | <p>Long Term</p> <p>PE curriculum further adapted to suit the needs of all learners. This should include accessibility of equipment and activity</p> | <p>Recommendations from OT and PT services are actioned. Alternative and adapted equipment to be purchased if necessary.</p> | <p>SENDCO and PE department</p> | <p>ongoing</p> | <p>All students access 100% of PE lessons regardless of activity</p> |
| <p>Improve and maintain access to the physical environment</p> | <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"> • <i>Ramps</i> • <i>Lift</i> • <i>Corridor width</i> • <i>Accessible parking bays</i> • <i>Accessibility toilets and changing facilities</i> • <i>Stair lifts</i> | <p>Short Term</p> <p>Students with specific needs have all the appropriate equipment and furniture.</p> | <p>Purchase of specialised ergonomic chairs to assist access to the school environment as needed</p> | <p>SENDCO, OT and PT</p> | <p>Latest purchases made to accommodate transfer of student from 11-16 provision to 6th form</p> | |

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| | <ul style="list-style-type: none"> • <i>High visibility strips to mark stairs, hand rails and vertical support post</i> | <p>Personal evacuation plans for identified vulnerable students.</p> <p>Timetables for identified students are continually checked to ensure designated classrooms in each subject area are accessible both in size and positioning in the school building. ie Wheelchair users not timetabled in upper floor classrooms with no lift access.</p> | <p>Develop peeps for specific students. LSAs informed of which students they are responsible for in an emergency situation. Peeps forms are stored with emergency evacuation register held by SEND lead and brought to the evacuation point.</p> <p>Staff are continually informed of all students with mobility issues and create a suitable timetable to meet their need.</p> | <p>SENDCO</p> <p>Data Manager and SENDCO</p> | <p>July 2017 and ongoing</p> <p>Annually</p> | <p>Identified students are aware of their PEEP. Completed PEEPs in place for all identified students.</p> <p>All identified students are timetabled in appropriate classrooms to meet their needs</p> |
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| | | <p>Medium Term</p> <p>To continually maintain yellow/ fluorescent warning strips on vertical posts, steps and handrails, to support students with VI</p> | <p>All areas both internal and external to be included, ongoing maintenance of existing warning fixtures and strips. Checked and maintained all year round</p> | <p>Site Manager</p> | <p>Ongoing, new buildings and sites to be included</p> | <p>All students with VI are able to navigate successfully around school safely</p> |
| | | <p>Long Term</p> <p>To ensure that all new and existing buildings and rooms allow independent access for all</p> | <p>New plans to be closely monitored. Ensure total compliance with building and DDA regulations.</p> <p>Increase the number of automated doorways for students who would ordinarily rely on LSA or teacher support to open doors</p> <p>Ensure that all fire exits are suitable for all students, including those with mobility issues or wheelchair users.</p> | <p>SENDCO/Site manager</p> | <p>The sixth form and offices environment July 2017</p> <p>To be discussed</p> | <p>All students are able to independently access all areas of school both internally and externally</p> <p>Students are able to independently navigate the whole building unaided. With the exception of upper story classrooms without a lift in operation.</p> |

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| <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. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Braille</i> • <i>Induction loops</i> • <i>Soundfield systems available most curriculum areas</i> • <i>Pictorial or symbolic representations</i> • <i>British Sign Language</i> | <p>Short Term</p> <p>Investigation and research needed to provide HI student with an alert device. Allowing access to all school alerts, to include fire alarms and intruder alarms.</p> | <p>A suitable device to be agreed with the school and student that will allow SMS alert direct to the student. In times when they are without an adult or fellow student to alert them of alarm. This will also benefit them to increase independence.</p> | <p>K Holland & W Searle to source suitable and affordable device that will work.</p> | <p>October 2017</p> | <p>Student and SSS to be confident that alerts are clear and Student can become more independent.</p> |
| | | <p>Medium Term</p> <p>All sound field systems have been serviced and operational</p> <p>Mobile hearing loop system in all large rooms/venues within the school site</p> | <p>All Curriculum areas to be adequately covered</p> <p>Hall and Auditorium covered with hearing loop system</p> <p>Design and Technology to have a portable soundfield unit installed</p> | <p>SENDCO/Site manager</p> | <p>Review October 2017</p> | <p>Improved systems across the school will support students with HI more effectively.</p> |
| | | <p>Long Term</p> <p>Flashing alarm/ alert for HI students.</p> | <p>Flashing alerts are installed to work with current audio bell system</p> | <p>Site Team</p> | <p>To be discussed</p> | <p>All students with a HI are able to access all alerts.</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 governing board.

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 and disability policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

| Item | Issue | Green | Amber | Red | Action Plan | Cost |
|------|---|-------|-------|-----|---|------|
| 1 | Is furniture and equipment selected, adjusted and located appropriately? | | | | The occupational therapists for each individual student with a disability, have approved our furniture and equipment as suitable. | |
| 2 | Are Pathways and routes logical and well signed? | | | | | |
| 3 | Do you have emergency and evacuation procedures for specific students with a disability? | | | | Yes, we have personal evacuation procedures in place for all vulnerable students with a disability currently at the school | |
| 4 | Is appropriate furniture and equipment provided to meet the needs of individual students? | | | | Yes – laptops are provided where necessary, as well as height adjusting furniture. | |
| 5 | Do furniture layouts allow easy movement for students with disabilities? | | | | Seating plans are used to ensure that students with disabilities are seated appropriately. | |
| 6 | Are quiet rooms/ calming rooms available to children who need this facility? | | | | Yes | |
| 7 | Are car park spaces reserved for disabled people near the main entrance? | | | | | |
| 8 | Are there barriers to easy movement around the site and to the main entrance? | | | | No | |
| 9 | Are steps needed for access to the main entrance? | | | | No | |
| 10 | Do all those steps have a contrasting colour edging? | | | | Yes | |

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| 11 | If there are steps, is a ramp provide to access the main entrance? | | | | Yes | |
| 12 | Is there a continuous handrail on each ramp and stair flight and landing to the main entrance? | | | | Yes | |
| 13 | Is it possible for a wheelchair user to get through the principal door unaided? | | | | Yes | |
| 14 | If no is an alternative wheelchair accessible entrance provided? | | | | N/A. | |
| 15 | If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors? | | | | Yes | |
| 16 | Do all internal doors allow a wheelchair user to get through unaided? | | | | | |
| 17 | Do all corridors have a clear unobstructed width of 1.2m? | | | | Yes | |
| 18 | Does each block have a wheelchair accessible toilet? | | | | Yes | N/A |
| 19 | Does the relevant block have accessible changing rooms/ shower facilities? | | | | | |
| 20 | If the block is on more than one level, do the internal steps/ stairs have contrast colour edgings? | | | | Yes | |
| 21 | Is there a continuous handrail on each internal stair flight and landing? | | | | Yes | |
| 22 | Do the blocks have a lift that can be used by wheelchair users? | | | | Yes | |

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| 23 | Do you have any sort of mechanical means provided to move between floors? If, yes please state. | | | | A lift and a stair lift | |
| 24 | Is it possible for a wheelchair user to use all the fire exits from areas to which they have access? | | | | No there is one fire exit which only has steps to exit from it, but all vulnerable students have an alternative route identified. | |
| 25 | Are non-visual guides used to assist people to use the buildings? | | | | No, this is something that we do not currently have the need for. | |
| 26 | Could any of the décor be confusing or disorientating for students with disabilities? | | | | No | |
| 27 | Is a hearing induction loop available (either fixed or portable) in the school? | | | | We have hearing loops and soundfield systems in some areas of the school. Identified students are timetabled to classrooms with these facilities. | |
| 28 | Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light) | | | | For the majority of students audible warning systems are fine. For HI students there is no flashing light fitted to the school's alarm system but we are investigating individual alert systems for specific students. | |