



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

At Laurus Ryecroft, we are committed to the 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. We will ensure that all staff have the right training and knowledge to support people with disabilities effectively, in line with the Equality Act (2010).

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'.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students.

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 | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
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| Increase access to the curriculum for pupils with a disability | <p><i>Our school offers a differentiated curriculum for all students.</i></p> <p><i>We use resources tailored to the needs of students 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 students with additional needs.</i></p> <p><i>The curriculum is regularly reviewed to ensure it meets the needs of all pupils.</i></p> | <p>All students are screened for literacy and numeracy difficulties and those with significant needs will be addressed through a literacy intervention programme.</p> | <p>Screen students and plan appropriate intervention.</p> <p>Train specialist staff to deliver the intervention programmes.</p> | <p>Trust Directors of SEND</p> | <p>Annually</p> | <p>All students with a significant literacy and numeracy difficulties will have an intervention in place. This will have a demonstrable impact on progress and attainment.</p> |
| | | <p>All staff have detailed information on students with SEND and the quality first teaching strategies they need to employ in order to differentiate effectively.</p> | <p>Teachers adapt the curriculum to ensure that students with SEND have full access.</p> <p>The Trust Directors of SEND and SEND Leads quality assure differentiation across the curriculum via learning walks. This will ensure that students with SEND have full access to the curriculum.</p> | <p>Trust Directors of SEND/SEND leads</p> | <p>Ongoing</p> | <p>Students with SEND will make expected or better progress. Learning Walks will verify that quality first teaching strategies are embedded within lessons.</p> |

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| | | All staff have the relevant training to support the specific needs of some of our most vulnerable students. | Plan and deliver bespoke training opportunities with outside agencies and via SEND specialists across the Trust as and when the need arises. | Trust Directors of SEND/SEND leads | Ongoing | Staff have the right skills and knowledge to support students with SEND and this is evident via lesson observation and learning walks. |
| | | The Learning Support Team will be appropriately resourced with specialist staff with the right expertise and knowledge to support students with SEND to access the curriculum. | Ensure that we assess the needs of our current intake and next year's intake via careful analysis of progress and via a thorough transition programme. This will allow us to recruit effectively and ensure that that we have the expertise required within the team. Performance management and further professional learning needs will be identified within existing staff to ensure that their knowledge and expertise is appropriate. | Trust Directors of SEND | July 2023 | Lesson observations of support staff will demonstrate that they have the right skills and expertise to support our students with SEND. Interventions run by specialist support staff will have a demonstrable impact on progress. |
| | | The PE curriculum is further adapted to suit the needs of all learners. This should include accessibility of equipment and activities. | Recommendations from Occupational and Physio therapy services are actioned. Alternative and adapted equipment to be purchased where necessary. | SEND Lead/PE department | Ongoing | All students can access 100% of PE lessons regardless of activity. |

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| | | | Every student with particular requirements within PE will be identified and strategies and support will be given to PE staff to mitigate these difficulties. | | | |
| 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"> • Ramps • Lift • Corridor width • Accessible parking bays • Accessibility toilets and changing facilities • High visibility strips to mark stairs, hand rails and vertical support post | Students with specific needs have all of the appropriate equipment and furniture within the classroom. | <p>Collate information from feeder primary schools and external agencies to ensure that the necessary equipment is purchased in time for September 2023.</p> <p>Acquire specialised equipment such as ergonomic chairs and sloping boards to assist access to the school environment as needed.</p> | SEND Lead in consultation with the Occupational Therapy service, the Sensory Support Service and the Physiotherapy team. | September 2023/Ongoing | All students will have the right equipment to ensure that they have full access to the physical environment. |
| | | Subject Teachers ensure that appropriate seating plans are in place to support students with a disability in their access to each room. | Staff are continually informed of all students with a disability and the difficulties they may face with access within certain rooms. | Subject Teachers informed by SEND Leads | Ongoing | All identified students are seated appropriately in rooms to ensure maximum access within each room. |

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| | | <p>Personal emergency evacuation plans (PEEPS) for vulnerable students are identified and in place.</p> | <p>Develop PEEPS for specific students.</p> <p>Support staff informed of which students they are responsible for in an emergency situation. PEEPS are stored with emergency evacuation register held by SEND Leads and are brought to the evacuation point.</p> | <p>Pastoral and SEND Lead</p> | <p>September 2021 and ongoing</p> | <p>Identified students are aware of their PEEP. Completed PEEPs in place for all identified students.</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. These will be checked and maintained all year round.</p> | <p>Site Manager</p> | <p>Ongoing.</p> | <p>All students with a VI are able to navigate successfully around school safely</p> |
| <p>Improve the delivery of information to students 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>Face to face meetings with parents and students to communicate face to face</i> <i>Internal signage</i> <i>Large print resources</i> | <p>All students with significant literacy difficulties have access to appropriate technology to support them with reading and with recording their work in class.</p> | <p>Assess the needs of the current cohort following literacy intervention and screen next year's cohort in order to ascertain the required technology.</p> <p>Purchase the required technology; iPads/laptops and a site license for e-reader software.</p> <p>Train students to use e-reader software and to</p> | <p>Trust Directors of SEND/SEND Leads</p> | <p>April 2023 and ongoing</p> | <p>All students with significant literacy difficulties are making expected or greater rates of progress.</p> |

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| | <ul style="list-style-type: none"> • <i>Pictorial or symbolic representations where required</i> • <i>The use of technology to support students with visual impairments and with significant literacy difficulties</i> | | touch type as and when required and dependent on the severity of the need. | | | |
| | | All students will have a detailed 'School Focused Plan' which clearly outlines the differentiated teaching strategies and communication methods that should be used to help them to make progress. | Refine School Focused plans through a SEND review meeting with parents/carers and students to ensure that needs are clearly identified and that the right strategies and communication methods are in place. | Trust Directors of Inclusion /SEND Leads | Ongoing | Staff will be fully equipped with the right strategies to support students with disabilities and this will ensure that students can access all information delivered in lessons. |
| | | All students have the appropriate exam access arrangements in place for external examinations. | The SEND Lead has obtained the required qualifications to assess for access arrangements and will keep up to date with relevant changes. | SEND Lead | Ongoing | Exam access arrangements are in place for all identified students. |
| | | All students with a HI will have access to technology and/or teaching strategies to ensure that they can access information within the classroom. | Collate all transition information and identify students with a hearing impairment. Work with the sensory support service to ensure that they have the appropriate technology and teaching strategies in place to access | Trust Directors of Inclusion /SEND Leads | Ongoing | All students with a HI are making expected or greater rates of progress and feel fully included within the school environment. |

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| | | | information within the classroom. | | | |
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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

| 1. Physical Access | | | | | |
|--------------------|---|-------|-------|-----|--|
| Item | Issue | Green | Amber | Red | Comments |
| 1 | Is furniture and equipment selected, adjusted and located appropriately? | | | | Yes |
| 2 | Are Pathways and routes logical and well signed? | | | | Yes |
| 3 | Do you have emergency and evacuation procedures for specific students with a disability? | | | | Yes |
| 4 | Is appropriate furniture and equipment provided to meet the needs of individual students? | | | | Yes - technology is 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? | | | | Yes |

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| 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? | | | | N/A |
| 11 | If there are steps, does a ramp provide to access the main entrance? | | | | N/A |
| 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? | | | | Not all. This will be reviewed when needed. |
| 17 | Do all corridors have a clear unobstructed width of 1.2m? | | | | Yes |
| 18 | Does each block have a wheelchair accessible toilet? | | | | Yes |

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| 19 | Does the relevant block have accessible changing rooms/shower facilities? | | | | Yes |
| 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 |
| 23 | Do you have any sort of mechanical means provided to move between floors? If, yes please state. | | | | Yes - Lift |
| 24 | Is it possible for a wheelchair user to use all the fire exits from areas to which they have access? | | | | Yes |
| 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? | | | | No, but these can and will be purchased as and when required for students with a HI. |
| 28 | Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light) | | | | Yes - the toilet areas and Student Support have beacons installed. More devices will be installed if necessary. |

2. Learning Access

| Item | Issue | Green | Amber | Red | Comment |
|------|---|-------|-------|-----|--|
| 1 | Do you provide disability awareness training to enable all staff to understand and recognise disability issues? | | | | Regular training will be provided on SEND. Assemblies will be in place to promote disability awareness. |
| 2 | Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children with disabilities if required? | | | | Regular SEND training is provided to all staff. Strong relationships exist with local providers e.g. NHS occupational therapists and physio therapists, and training will be provided when there is a need for this. |
| 3 | Do all staff seek to remove all barriers to learning and participation? | | | | Yes, this is evidenced in lesson observations |
| 4 | Is teaching and learning appropriately differentiated to meet individual needs so that children and young people make good progress? | | | | Learning walks and lesson observations ensure that differentiation is embedded in lessons. |
| 5 | Are all children and young people encouraged to take part in music, drama and physical activities? | | | | Yes, this is part of every student's curriculum. |

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| 6 | Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education? | | | | All staff have access to detailed profiles of need which outline the adjustments they need to make to allow access for individual students. |
| 7 | Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum? | | | | Differentiation for students with SEND is explicitly requested as part of a lesson plan and seating plans must include and account for students with disability. Lesson observations and learning walks quality assure that this is taking place in every lesson. |
| 8 | Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work? | | | | Yes |
| 9 | Do you provide access to appropriate technology for those with disabilities? | | | | Any specialist equipment is secured where necessary and is dependent on need. |
| 10 | Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability? | | | | All students are encouraged to attend any trip or visit they choose. Additional measures are put in place to ensure that this is viable and risk assessed. |
| 11 | Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities? | | | | All staff and employees are made aware of the technologies that will be used to assist those with a disability via pupil profiles, and training is provided where necessary. |

3. Information Access

| Item | Issue | Green | Amber | Red | Comment |
|------|---|-------|-------|-----|--|
| 1 | Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed format? | | | | Teachers will work with support staff and external agencies to differentiate resources to include symbols, visual aids and simplified language where necessary. |
| 2 | Do you have the facilities such as ICT to produce written information in different formats? | | | | Yes |
| 3 | Do you ensure that information is available to staff, students and parents/carers in a way that is user friendly for all people with disabilities? | | | | Our local offer will provide information on everything that we do as a school to support students with a disability. In order to ensure that this information is communicated in the correct way for those with disability, we will hold regular parent/carer and student evenings to disseminate information face to face and to ensure that everyone has the opportunity to query anything they are unsure of. |