
INVICTUS

Education Trust



Accessibility Plan

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1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) The student / Staff has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on the Student / Staff ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher.

At Leasowes High School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The Accessibility Plan will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Leasowes High School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 4) The SENCo (Special Educational needs coordinator) who oversees the SEN students in school is J Kalirai and can be contacted through the main switchboard on 01384 686606.

- 5) The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to: -
 - Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- 6) The Leasowes Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 7) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 8) This Accessibility Plan should be read in conjunction with the following Trust / School policies, strategies and documents:
 - Behavior Management Policy
 - Equal Opportunities Policy
 - Health & Safety Policy
 - School Prospectus
 - School Improvement Plan
 - Special Educational Needs Policy
 - Special Educational Needs Information Report
 - CPD program
- 9) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body / school leaders. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans.
- 10) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 11) The Accessibility Plan will be published on the school website

2.Aims and Objectives

Our Aims are:

- **Increase access to the curriculum for pupils with a disability,**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to pupils,**

Our objectives are detailed in the Action Plan below

3.Current good practice

Leasowes High School asks for any disability or health condition in early communications with new parents and carers, by liaising with outside agencies the main ones being the VI and HI services, the physical and sensory services, speech and language autism outreach, liaison with primary schools. For parents and carers of children already at the school, we collect information on disability as part of a survey of parent's views.

Furthermore, every parent of a child on the SEN register is invited to meet with the appropriate member of staff once a term to discuss their child's disability and the effect it has on them in terms of accessing the curriculum, with a view to improving the access. Parents are also welcome any time to discuss any problems that might occur between meetings.

Physical Environment

Leasowes High School building is on ground or first floor levels, with a variety of wide and narrow corridors with one-way routes in place. There are areas of the school that would be inaccessible to wheelchair users at this current time as ramps are not installed. The school only has one lift which is positioned within the business block. Access to the upper Math's & Science rooms are via stairs, so alternative ground floor rooms would be required if a student or staff member had a disability that required use of a wheelchair. The carpark accommodates disabled parking with dropdown curbing and ramps to the main entrance. The sports centre is DDA compliant with added changing facilities if required so disabled students can also participate in extra-curricular activities.

The school will consider the following when refurbishing any areas to comply with the physical environment of schools, this includes: steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems.

The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g., through enlarged computer screens and keyboards, concept keyboards,

communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

Curriculum

There are very few areas of the curriculum that disabled students do not have access to. Each pupil is treated individually. For example, some students with autism have reasonable adjustments made for them to avoid busy corridors to meet their sensory needs.

Some students have a teaching assistant with them in PE, so they have support to help them access the curriculum safely. Some students have Teaching assistant support in lessons where they have access to machinery or chemicals to make sure they can access these activities safely.

- The school scaffolds learning and offers differentiated materials and adaptive quality first teaching approaches for pupils with additional needs
- Seating plans are considered by class teachers with SEND pupils in mind
- Resources are tailored to the needs of pupils who require support to access the curriculum
- Specialist equipment/ auxiliary aids are made available to students who require them
- Targets are set effectively and are appropriate for all pupils with additional needs
- The curriculum is reviewed to make sure it meets the needs of all pupils
- Access to quiet space during unstructured times
- Auxiliary aids are made available such as large print, coloured paper/ books/ reading rulers, pencil grips, laptops, access to certain areas during structured and unstructured times (this list is not exhaustive and other aids maybe needed and provided if necessary)

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

Leasowes High School is set up of three, two story buildings and two single story blocks with several points of access from outside. The business block is fitted with a lift, but Math's and Science only have staired access. The ground floor is accessible to all with ramps.

On-site car parking for staff and visitor includes dedicated disabled parking bays and drop curbing. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available within the sports centre, performing arts and main block. Teaching &

learning spaces have received recent uplift improving fixtures and fittings to create a more pleasant and accessible environment.

The school has internal emergency signage and escape routes are clearly marked. There have been refurbishments to 80% of the external pathways to remove old uneven slabs and lay to flat tarmac which proved good wheelchair access to the main buildings. All new doors that have been replaced are wider to make them more accessible and DDA compliant.

Induction is planned well, with care plan, risk assessments and peeps in place for the new academic year. Students with identified disabilities are provided with equipment and / or space. where possible, to meet their needs.

5.Management, Coordination and Implementation

The school consults with experts when new situations regarding pupils with disabilities are experienced. The governing body and school leaders will work closely with all stakeholders.

The school ensure that an aspirational, broad and balanced curriculum is in place for all SEND students to access. This is continually reviewed by subject leaders and quality assured within the Trust. The curriculum delivery is adapted by the class teachers to ensure all learners, including SEND can access the curriculum. There are some personalised curriculum approaches for some learners with additional learning needs.

Professional development is undertaken with all colleagues to ensure that in lessons support for SEND learners is appropriate to enable access to the full curriculum. SEND provision is a key priority on the school improvement plan.

6.Action Plan

7.Targets	Tasks	Timescale	Resources	Responsibility
Improving the Curriculum Access at Leasowes High School	1.Regular examination of the needs of the current school population and the transition/admissions coordinator to raise any issues regarding future pupils.	Annually	Copy of the SEND policy made available to all stakeholders	NW /TT
	2. Liaison with current/previous school and/or parents regarding any reasonable adjustments a pupil may require.	Ongoing	Copy of the SEND register made available to all staff	JK / TT / School Health
	3. Annual review of the SEND policy and highlight the policy to all existing and new staff.	Annually	New staff timetable to include SEND CPD	JK
	4. Reinforce the responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement.	Annually	Transition documents to include all information regarding SEND pupils, information to be shared with key staff.	JK
	5. Investigate TA flexibility to cover extra curriculum activities if needed.	Ongoing		JB / JK

	<p>6. Include as part of the induction programme for new staff SEND awareness and strategies for meeting the needs of all SEND pupils.</p> <p>7. If required, plan timetable of lessons and rooms to meet the needs of SEND pupils.</p> <p>8. All staff have regular CPD training with specific SEND Strategies.</p> <p>9. Students in inclusion or on modified time table may require extra support or access to alternative provision to meet needs of these pupils.</p> <p>10. To work closely with external agencies for pupils with ongoing health/ send needs</p>	<p>Annually or as new teachers arrive</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Staff to be timetable within the inclusion hub to support pupils.</p>	<p>HL / JK</p> <p>CPS / JK</p> <p>JK</p> <p>NW / SC / JK</p> <p>JK / SC</p>
<p>Continue to ensure that site access meets the needs of pupils, staff, parents and community users</p>	<p>1.To ensure disabled parking access within the main school car park</p> <p>2. Keep under constant review the need for even surfaces within new and existing areas.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Termly site review with school facilities and operations manager</p> <p>Clear system for reporting issues</p>	<p>DWS / CPS / JK</p> <p>DWS / CPS</p>

	<p>3. To ensure each stairway are kept clear and students who have PIMIS, VI and HI are in place and regularly reviewed and assessed for PEEP (Personal Emergency Evacuation Plan)</p>	<p>Ongoing</p>	<p>Regular maintenance of the site</p>	<p>Site Team / JK</p>
	<p>4. Maintain contrasting nosing on the edge of the tread on each step around school.</p>	<p>Ongoing</p>	<p>Regular maintenance of the site</p>	<p>DWS</p>
	<p>5. Clear signage of evacuation procedures which can be made available upon request</p>	<p>Ongoing</p>	<p>Annual audit of equipment once transitions and class lists are produced</p>	<p>DWS</p>
	<p>6. Ensure that school equipment can adjust in each classroom to meet the needs of the pupils</p>	<p>Ongoing</p>		<p>Site Team / Classroom Teacher</p>
	<p>7. Ensure that all easy access toilets are well maintained and available throughout the day</p>	<p>Ongoing</p>	<p>Cleaning staff to ensure toilets are kept clean throughout the day</p>	<p>Site Team / Cleaning Team</p>
	<p>8. Access to “The PLC” for SEND pupils and Inclusion Centre for pupils who require extra support.</p>	<p>Ongoing</p>	<p>The PLC space provided for identified pupils</p>	<p>JK / SLT</p>
	<p>9. Ensures that any site redevelopments are DDA compliant.</p>	<p>Ongoing</p>		<p>DWS</p>

To promote positive attitudes towards disability	1.To ensure PSHE plan includes inclusive content to challenge stereotypes and misconceptions.	Annually	Annual plan devised and shared with all stakeholders	TT/NW
	2. Inclusive assemblies on a range of key topics	Annually	Assembly rota shared with all middle and senior leaders	NW
To ensure the sharing of information and is available to all stakeholders	1. Large print, audio formats made available upon request	Ongoing	Reasonable adjustments made for parents to access school newsletters and information.	JK
	2. Homework information in alternative formats upon request	Ongoing	Reasonable adjustments made for pupils and parents to access homework if unable to access via Inspire.	All Classroom teachers
	3. Follow Invictus policy and procedures when sharing information with stakeholders adhering to KCSIE, GDPR – share information when necessary.	Ongoing	Staff follow policy and procedures when sharing information all trained in KCSIE and GDPR.	NW / DWS / JK

References

The Equality Act 2010: Advice for school leaders, school staff, Governing bodies and local authorities Equality Act Guidance downloads from the Equality and Human Rights Commission – includes Guidance for education providers – what the equality law means for you as an education provider.

