

# Accessibility Plan

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## 1. Aims

The aims of this accessibility plan are to ensure that Lymm High School continues to work towards increasing the accessibility of provision for all students, 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, facilities and services provided
- Improve the availability of accessible information to disabled pupils

At Lymm High School, 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 are also committed to ensuring staff have the right training and knowledge to support people with disabilities effectively, and 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils

## Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT PRACTICE	GOOD OBJECTIVES	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>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils.</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum.</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability.</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs.</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils.</li> </ul>	<p><b>Short Term</b></p> <p>All staff are continually trained to employ quality first teaching strategies in the first instance to respond to individual needs.</p> <p>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><b>Medium Term</b></p> <p>Continue to ensure that we have succession planning place for every specialist role within the LDD</p>	<p>Curriculum continually adapted in response to changing needs as informed by SENDCo.</p> <p>Plan and deliver bespoke training opportunities with outside agencies when the need arises.</p> <p>Complete appraisals with all of the Learning Development Team to ensure training needs are identified.</p> <p>Performance Management process used to identify training needs amongst teaching staff.</p>	<p>SENDCo, Line Managers</p>	<p>Ongoing</p>	<p>Staff training and qualifications in place to ensure the learning and physical needs of all students are met.</p> <p>Staff are confident in using suggested strategies, students benefit from an adapted and differentiated curriculum appropriate to their needs.</p> <p>Students make expected or better progress. Learning walks ensure this is embedded in lessons.</p>

		<p>team so that we have the expertise and capacity required to support specific needs.</p> <p><b>Long Term</b></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 will be actioned. Alternative and adapted equipment to be purchased if necessary.</p>	<p>PE Staff / Teaching Assistant with PE specialism</p>		<p>All students access 100% of PE lessons regardless of activity.</p>
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<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> <li>• PEEPs (Personal Emergency Evacuation Plans) developed for all students who need them.</li> <li>• The environment is adapted to the needs of students as required. This may include: <ul style="list-style-type: none"> <li>➤ Ramps</li> <li>➤ Lifts</li> <li>➤ Corridor width in the main school</li> <li>➤ Accessible parking bays</li> <li>➤ Accessible toilets and changing facilities</li> <li>➤ High visibility strips to mark stairs</li> <li>➤ Handrails in place</li> </ul> </li> </ul>	<p><b>Short Term</b></p> <p>Ensure that students have the opportunity for physiotherapy in school as directed by the pupil's physiotherapist.</p> <p>Students with specific needs have all the appropriate equipment and furniture as recommended by the pupil's OT/Physio</p>	<p>Timetabled physio sessions for those students who need it.</p> <p>Staff to work 1:1 in a small physio room with all of the necessary equipment and training.</p> <p>Purchase of specialist equipment to assist access to the school environment.</p> <p>All Teaching Assistants informed of which students they are responsible for in an emergency. PEEP forms are stored with emergency evacuation register held by the HLTA and SENDCo and brought to the evacuation point.</p>	<p>SENDCo &amp; HLTA to co-ordinate training, allocate staff and rooms for the physio.</p> <p>HLTA, SENDCo, Lead Teaching Assistants</p>	<p>Short Term (Less than 1 year)</p> <p>Ongoing</p>	<p>Hold reviews with medical staff as necessary e.g., physiotherapists, occupational therapists etc.</p> <p>Identified students are aware of their PEEP. Completed PEEPs in place for all identified students.</p> <p>Students will have reasonable access to classrooms and specialist rooms in the school</p>
<p>Improve the delivery of information to</p>	<p>Our school will use a range of communication methods to ensure</p>	<p>Regularly review access to information in</p>	<p>Regularly review access to information in</p>	<p>HLTA/Teaching Assistants</p>	<p>Ongoing</p>	<p>Staff will be fully equipped with the right strategies and</p>

<p>pupils with a disability</p>	<p>information is accessible. This may include:</p> <ul style="list-style-type: none"> <li>➤ Individual students who have a visual impairment having access to a personal iPad to access resources in a lesson.</li> <li>➤ Large print resources via VI service and Teaching Assistants of</li> <li>➤ Use of radio aids/roger pens as directed by the HI service</li> <li>➤ Quality First Teaching strategies include recommendations of reasonable adjustments to include: buff backgrounds, use of subtitles on video clips.</li> </ul>	<p>collaboration with parents/carers and students to ensure that communication methods are appropriate to need.</p>	<p>collaboration with parents/carers and students to ensure that communication methods are appropriate to need.</p>			<p>equipment to support students with disabilities, to access information delivered in lessons</p>
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## Appendix 1: Accessibility Plan

	Issue	Green	Amber	Red	Notes
1	Is furniture and equipment selected, adjusted and located appropriately?				Students who require additional equipment have had necessary assessments and equipment ordered. This should be reviewed at least annually.
2	Are pathways and routes logical and well signed?				
3	Do you have emergency and evacuation procedures for specific students with a disability?				PEEPs are in place.
4	Is appropriate furniture and equipment provided to meet the needs of individual students?				
5	Do furniture layouts allow easy movement for students with disabilities?				Most rooms have sufficient space dependant on class sizes and area of the building. However, where necessary classes are timetabled downstairs to accommodate this.
6	Are quiet rooms/calming rooms available to children who need this facility?				
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?				
9	Are steps needed for access to the main entrance?				N/A – Flat surface
10	Do all those steps have a contrasting colour edging?				N/A
11	If there are steps, is a ramp provided 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?				N/A
13	Is it possible for a wheelchair user to get through the principal door unaided?				
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?				
16	Do all internal doors allow a wheelchair user to get through unaided?				Some doors require manual opening. Not all doors can be opened unaided.



17	Do all corridors have a clear unobstructed width of 1.2m?				
18	Does each block have a wheelchair accessible toilet?				
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?				Need to be regularly maintained*
21	Is there a continuous handrail on each internal stair flight and landing?				
22	Do the blocks have a lift that can be used by wheelchair users?				As below
23	Do you have any sort of mechanical means provided to move between floors? If, yes please state.				Lifts in the main school and the Sixth Form block, but not A block or B block. Part of the school is listed and adjustments cannot be made. Where necessary, classes are timetabled on different levels.
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				
25	Are non-visual guides used to assist people to use the buildings?				
26	Could any of the décor be confusing or disorientating for students with disabilities?				
27	Is a hearing induction loop available (either fixed or portable) in the school?				
28	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)				
29	Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?				
30	Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?				Regularly checked with learning walks. Teachers are asked to use quality first teaching their priority, which includes adjustments to resources on the board.
31	Do you have the facilities such as ICT to produce written information in different formats?				
32	Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?				All Teaching Assistants are appropriately trained, but teachers need scheduled CPD this year on use of technology for VI and

					HI students (content will be covered during Nov INSET)
33	Are lifts, platforms and stairlifts regularly serviced ?				
34	Are accessible WC's kept clear and not used for storage?				
35	Are appropriate cleaning materials used to ensure that the cleaning and polishing of slip resistant floors does not make them shiny / slippery?				
36	Do you consider tonal and colour contrast before a redecoration scheme?				
37	Are windows, blinds and lamps checked to ensure they are kept clean and in working order?				Some window blinds are in disrepair – site manager to be made aware.
38	Are fire alarm systems regularly maintained, and are fire exit routes regularly checked for obstacles?				
39	Is there a fire escape strategy for visitors who may require assistance?				
40	Is there a personal egress plan prepared for any member of staff who may require assistance?				N/A currently
41	If people with disabilities cannot completely evacuate the building can they reach places of safety or refuge, which are clearly signed and of the right size?				

## **4. Monitoring arrangements**

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the governing body, along with the SENDCo and members of the Senior Leadership Team.

## **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 (SEN) information report
- Supporting pupils with medical conditions policy