

## Lavendon School Accessibility Plan- 2023-2026

### **Purpose of the Plan**

The purpose of this plan is to show how Accessibility Plan intends, over time, to increase the accessibility of our school for disabled pupils. Lavendon 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.

### **Definition of Disability**

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### **Legal Background**

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'. This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the plans of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

### **Documents and policies**

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

¥ Curriculum policy

- ¥ Equality Information and Objectives
  - ¥ Health and Safety Policy
  - ¥ Special Educational Needs Information Report
  - ¥ Behaviour Policy
  - ¥ Supporting Pupils with Medical Conditions Policy
  - ¥ IFIL SEND Policy Diversity, Equity and Inclusion Policy
- The Schools complaints procedure covers the Accessibility plan.

### **Training**

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.

### **Plan Availability:**

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the main office

### **Review and Evaluation:**

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Lavendon School will address the priorities identified in the plan. The plan is valid for three years 2023-2026. It is reviewed annually.

## Section 2: Aims and objectives

Our aims are to:

Increase access to the curriculum for pupils with a disability

Improve and maintain access to the physical environment

To improve the delivery of information to disabled pupils and parents

The tables below set out how the school will achieve these aims.

### Section 1: How does Lavendon School deliver the curriculum?

Question in place?	Notes	
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Yes- delegated to SENCO	
Are your classrooms optimally organised for disabled pupils?	Yes- classrooms organised to meet needs	✓
Do lessons provide opportunities for all pupils to achieve?	Yes- monitored through learning walks, books, Seesaw and data	✓
Are lessons responsive to pupil diversity?	Yes- monitored through learning walks, books, Seesaw and data	✓
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes- monitored through learning walks, books, Seesaw and data	✓

Are all pupils encouraged to take part in music, drama and physical activities?	Yes. The wider curriyuclum is a strength of the school. The PE lead monitors clubs to ensure that pupils with SEND can access these.	✓
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	es. Breaks are built into specific children's timetables to allow sensory breaks to reduce cognitive overload	✓
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Yes, extra time is planned for pupils and staff. ICT is used to support the recording of ideas.	✓
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	Yes, the curriculum is adapted for pupils who cannot access it.	✓

Question in place?	Notes	
Do you provide access to computer technology appropriate for students with disabilities?	Yes, the school has a wide variety of devices to assist appropriate pupils.	✓

Are school visits, made accessible to all pupils irrespective of attainment or impairment?	Yes, all pupils can attend all trips within their year group. Individual risk assessments are in place for those pupils with additional needs to ensure that they are able to access the visit in a safe and appropriate way	✓
Do staff seek to remove all barriers to learning and participation?	Yes- monitored through learning walks, books, Seesaw and data	✓

Question in place?	Notes	
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, library and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils?	All levels of the school are at ground level, The building is wheelchair accessible.	✓
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	Staff are aware of accessibility for wheelchairs/frames for physical support. No pupils currently require this provision.	✓

<p>Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?</p>	<p>Routes are routinely assessed for access and safety.</p>	<p>✓</p>
<p>Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?</p>	<p>Yes. This is set up so that there are auditory and visible flashing lights.</p>	<p>✓</p>
<p>Are non-visual guides used, to assist people to use buildings, with tactile buttons?</p>	<p>No pupils currently require Braille.</p>	<p><input checked="" type="checkbox"/></p>
<p>Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?</p>	<p>No, we cater very carefully for our ASD pupils. All classrooms and common areas follow a neutral colour scheme for information boards.</p>	<p>✓</p>

### Section 3: How does Lavendon School deliver materials in other formats?

Question in place?	Notes	
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?	Yes, this is available on request.	✓
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?	Yes, as required. Immersive reader is available on ipad devices.	✓
Do you have the facilities such as ICT to produce written information in different formats?	Yes, the school has a wide variety of devices to assist appropriate pupils.	✓
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities	Training provided by Visual Impairment and ICT specialist teaching team as required.	✓