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Educate, Nurture & Empower



Lightcliffe Academy

POLICIES & PROCEDURES

Accessibility Plan

Date Policy Approved: November 2021

Approving Body: LGB

Next Review Date: November 2027

Previous Review Date: Autumn 2024

Accessibility Plan

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

Lightcliffe Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our plan will be made available online on our website, and paper copies are available upon request.

We are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

We support any available partnerships to develop and implement the plan.

Our 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.

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.

This policy complies with our funding agreement and articles of association.

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

Aim	Current good practice	Objectives	Actions to be taken	Persons responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	Lightcliffe Academy offers a differentiated curriculum for all pupils.	<u>Short Term:</u> - To ensure all pupils are able to access a full and varied curriculum whilst aiming for aspirational targets in order to stretch and challenge. - Regular review of pupil timetables to ensure that access is easy and practical. - To ensure where practically possible access is available throughout a large percentage of the school <u>Medium Term:</u> - For a greater number of students to have the individual support needed to achieve their full potential. <u>Long Term:</u> - For a higher percentage of students to achieve their aspirational targets in most subjects and, therefore, progress to the right post-16 pathway for them.	Termly reviews of the pupil passport of any student that has accessibility issues	SENDCO	Ongoing
	We use resources tailored to the needs of pupils who require support to access the curriculum.		Continued room changes where required	Senior Leader for Organization and SENDCO	Ongoing
	Curriculum progress is tracked for all pupils, including those with a disability.		Further intervention and support from SEND team and pastoral staff	SENDCO	Ongoing
	Targets are set effectively and are appropriately for pupils with additional needs.		Ensure all pupils have access to extra-curricular programme	Assistant Principal for Student Development and SENDCO	Ongoing
	The curriculum is reviewed to ensure it meets the needs of all pupils.		Increase access to resources for students in order to meet their needs	SENDCO	Ongoing
	Access arrangements for exams allow students who are entitled to them to reach their full potential				

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Reception desk at wheelchair-accessible height Room changes are made where required for students with mobility issues Most of the school is accessible to disabled students and Lightcliffe Academy strives to ensure that disabled students have minimal obstacles from carrying out a normal school day. Clearly sign-posted corridors and classrooms. Leaving lesson early with	<u>Short term:</u> • To maintain existing access to a high standard to ensure the safety of staff and students. <u>Medium Term:</u> • To improve access and availability in existing buildings. • To install further ramps, hand rails etc. as budget allows <u>Long Term:</u> • To provide access to all students with mobility issues to all areas of school.	Continued monitoring and maintenance of existing provision. Any new buildings to have lift access and clearly marked signs with braille if required. For accessibility to be considered as part of any upgrading or refurbishment of any part of the school site.	Facilities and Estates Manager/Site Team	Ongoing

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by
Improve the delivery of information to pupils with a disability	We use a range of communication methods to ensure information is accessible, including: • Internal signage • Large print resources • Social stories • One to one meetings • Small group meetings • Induction loops TA support is used within lessons to ensure information is passed and recorded Work is differentiated by teaching and support staff to ensure it is accessible Annual reviews for students with Education Health and Care Plans involving the pupil and their parents Digital resource library is accessible to all pupils	<u>Short Term:</u> • To maintain and monitor existing provision to ensure good access to relevant information for all students <u>Medium Term:</u> • To develop initiatives to aid accessibility to information for students in each year group. <u>Long Term:</u> • Students with acute additional needs to be able to access all school information independently.	Install new and appropriate programmes to aid delivery of information for students as necessary Regularly maintain iPads/laptops etc. Further develop home-school links using available technology Encourage use of planners for recording information Termly reviews of the pupil passport of any student that has communication issues	IT Technicians IT Technicians Head of IT and Infrastructure Teaching and support staff SENDCO	Ongoing

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of Floors	Access available to all parts of the building via lifts except upstairs in A/B Block (English/Media)	Rooming change on timetable if student or staff member unable to access	Senior Leader for Organisation	Ongoing
Corridor Access	Corridor access is good Although can be busy at lesson changeover	Ensure corridors are not obstructed Strategic deployment of staff on lesson changeovers to supervise pupil movement Where appropriate, students to leave lessons early with their buddy to ensure safe movement on the corridors	Site Team Assistant Principal for Care and Conduct Individually planned by SENDCO	Ongoing
Lifts	Access available to all parts of the building via lifts except upstairs in A/B Block (English/Media)	Ensure lifts are in a serviceable condition and is regularly maintained to installation specification and timeframes	Site Team	Ongoing

Parking Bays	Disabled parking bays marked directly opposite main entrance School ensures individuals with mobility issues have a dedicated drop off point agreed between all parties	Meet with individuals/ parents to discuss dropping off and collection arrangements where necessary	Individually reviewed	Ongoing
Entrances	Assisted front doors, wide main entrance accessible to wheelchair users, ramps installed/ made available	Make ramps available in all areas of school that are identified as regular access points Portable ramps to be purchased (to be reviewed as needed when individual students are assessed)	Site Team Site Team	Ongoing Individual review
Toilets	Disabled toilets are available near the main entrance to the school and in other areas of the site	Maintain access to disabled toilets	Site Team	Ongoing

Reception Area	Accessible to wheelchair users with a low level reception desk Member of staff on reception during opening hours	Continue staffing of reception in line with opening hours	Office Manager	Ongoing
Emergency Escape Routes	Fire evacuation plan in place Each individual with accessibility issues needs to have a Personal Emergency Evacuation Plan and dedicated PEEP buddies	Ensure weekly testing of system and maintenance Ensure that each individual with accessibility issues has a PEEP	Site team SENDCO and Site Team	Ongoing Individual review

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 Body.

This Accessibility Plan is linked to the following policies and documents:

- Health and Safety Policy
- Inclusion Policy
- SEND Information Report
- Exam Access Arrangements