



# **LONGBENTON** HIGH SCHOOL

## **Accessibility Plan**

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### **PRACTICE GUIDANCE**

<b>RESPONSIBILITY:</b>	<b>SENCO</b>
<b>IMPACT ASSESSMENT:</b>	<b>Yes</b>
<b>GOVERNING COMMITTEE:</b>	<b>Staffing Sub-Committee</b>
<b>REVIEWED:</b>	<b>February 2017</b>
<b>RATIFIED:</b>	<b>Link Governor SEN. C Lyons</b>
<b>WEBSITE:</b>	<b>Yes</b>

# Longbenton High School

## Policy on Accessibility

### Introduction

This plan has been written to meet the requirements of the school to carry out accessibility planning for disabled students as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

Longbenton High School recognises its duty to:

- Not discriminate against disabled students in terms of exclusions and provision of education and associated service
- Not to treat disabled students less-favourably
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an accessibility plan.

Longbenton High School aims to:

- Increase the extent to which disabled students can participate in the curriculum
- Sustain and improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Sustain and improve the availability of accessible information to disabled students.

### How appropriate is the current provision?

Staff are highly aware that effective communication of the issues faced by disabled students and act to resolve them, e.g. adapting the timetable, lesson content and presentation and planning visits. CPD needs are addressed as they arise and are tailored to the needs of the staff and their knowledge.

### Background to the policy:

This policy builds on the Disability Equality Scheme produced in April 2014. It provides a framework to support the inclusion of disabled students.

### This policy applies to:

All students

### This policy came into effect on:

1<sup>st</sup> September 2016 and was last reviewed in February 2017.

## **Statement of the policy**

Longbenton High School's commitment to equal opportunities is driven by a desire to be totally inclusive and raise standards for all students.

The School:

- Sets suitable learning challenges for all students
- Responds to students' diverse needs
- Overcomes potential barriers to learning and assessment for individuals and groups of students.

### Links to other policies and additions to the policy:

Learning Support policy/Equality policy

### Details

The policy supports the production of an accessibility plan. This plan will consider:

- Increased access to the curriculum for disabled students
- Improvements to the physical environment
- Improvements in the provision of information

## **Increasing the extent to which disabled pupils can participate in the curriculum**

The curriculum covers teaching and learning and wider provision embracing after school clubs. This may include leisure, sporting and cultural activities, as well as school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation.

### **Improving the Curriculum Access at Longbenton High School**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Training for teachers on differentiating the curriculum to be delivered by the Learning Support dept at regular CPD sessions	Undertake an audit of staff training requirements. This will have implications for CPD planning	All teachers are able to more fully meet the requirements of needs in accessing the curriculum for disabled students	July 2017	Increase in access to the National Curriculum.
All out-of-school activities are planned by subject staff, with advice from Learning	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers	July 2017	Increase in access to all school activities for all disabled students. This will have

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Support to ensure the participation of the whole range of pupils		that comply with all current legislative requirements		implications for CPD planning

### **Improving the availability of access information to disabled students**

This part of the duty covers planning to ensure that the written information normally provided by the school to its students – such as handouts, timetables, textbooks, information about school events – is accessible and available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT, and the provision of information orally, through lip speaking or in sign language. The information should take account of students' disabilities and views expressed by students or their parents about their preferred means of communication. The school should consider how all information normally provided in written format including worksheets, timetables, school exam papers, information about school events, trips and extra-curricular provision could be made accessible to all stakeholders with a disability.

### **Improving the Delivery of Written Information**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
The Learning Support dept will endeavour to make school brochures, newsletters and other	Current school publications are availability in different formats for those who require it	School information is available for all	July 2017	Delivery of school information to parents and the local community is improved

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
information for parents available in alternative formats on request				
Learning Support dept to raise the awareness of adults working at the school on the importance of good communication systems	Arrange training courses where necessary. This will have implications for CPD planning so identified groups can be targeted	Awareness of target group raised	July 2017	School is more effective in meeting the needs of students

### **Improving the physical environment of the school**

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment 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 covering, signs, interior surfaces, room décor and furniture. Improvement to physical access includes ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed 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 barriers to learning. Longbenton High School has very recently moved into a new build which means that the process of ensuring the physical environment is as conducive as possible to those with disabilities is active and ongoing. Phase One, which entails the fabric of the new building being completed has just been achieved and snagging to highlight areas of concern is still ongoing. The building has been designed with disability in mind and is wheelchair friendly. Phase Two involving landscaping and external areas has commenced but will not be completed until mid-2017. The process of ensuring the building and grounds are fit for purpose and accessible to all is paramount in the accessibility plan and every effort will be taken to ensure best practice for all.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and other subject specific devices. Adaptations may include enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

### **Improving the Physical Access**

<b>Item</b>	<b>Activity</b>	<b>Timescale</b>
Lift	Move button on lift to make it accessible for wheelchair users	Dec 16
Phase 2 of LHS new build including access to external facilities	Creation of wheelchair accessible and SEND friendly external areas	Mid 2017