

Accessibility Plan

Date adopted: November 2018

Last reviewed: March 2025

Next review date: March 2028

Introduction

We are committed to providing an environment that enables full curriculum access for students and that values and includes all students, staff, parents and visitors. 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.

This Accessibility Plan is structured to complement and support the school's Equality Objectives

Policy Definitions

1. Children have **special educational needs** if they have a learning difficulty which calls for special educational provision to be made for them.
2. Children have a **learning difficulty** if they:
 - Have a significantly greater difficulty in learning than the majority of children of the same age; or
 - Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority; or
 - Are under compulsory schools age and fall within the definitions above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

3. **Special educational provision** means:
For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.
4. A person has a **disability** for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Aims and Objectives

Our aims are to:

- Increase access to the curriculum for students with a disability or special educational need
- Improve and maintain access to the physical environment of the school
- Improve the delivery of information to students, staff, parents and visitors with disabilities or special educational needs.

Our objectives are detailed below.

Access to the Curriculum

1. Lawnswood School seeks to increase the extent to which students can access the curriculum by:
 - Providing a thorough student induction process, linking closely with feeder schools, parents/carers and external services to support and accommodate the needs of students.
 - Ensuring all students with SEND are appropriately accommodated during the completion of examination and assessments (e.g. provision of additional time, provision of a scribe or laptop) in line with JCQ regulations <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>
 - Ensuring enrichment activities are as inclusive as possible and plans for educational visits take into account individual student needs <https://www.lawnswoodschool.co.uk/for-parents-and-carers/extra-curricular/> .
2. In order to make continuous improvements for students, we will:
 - Monitor and review those areas of the curriculum which are normally difficult for SEND students to access and make all required reasonable adjustments (e.g. re-rooming classes,)
 - Scrutinize the data of SEND students after every assessment point and share the findings at a Head of Year and Senior Leadership Team level, followed by implementation of intervention strategies (where appropriate).
 - Provide a suitable transition process to provisions outside of our school (e.g. college, apprenticeship or other specialist SEND provision).
 - Consider the progress and performance, finance and provision for students with SEND at Governing Body meetings.
3. As part of our support of identified students, we will provide:
 - Physical aids to access education such as hearing impairment resources, IT equipment, specialist pens and pencils, reading assistance devices.

Access to Pastoral Support

1. We will provide a bespoke pastoral structure for all our students.
2. Some students may work with a member of the pastoral team; a Teaching Assistant; or a member of the inclusion team to gain one-to-one support and challenge in relation to their academic life.
3. We will ensure that students with an Education Health and Care Plan (EHCP) receive the provision as set out in their plan, and ensure that all staff are aware of those students' needs.
4. In order to make continuous improvements for students, we will:
 - Ensure staff receive appropriate training and development to meet the needs of the students with whom they work, appropriate to their individual roles and responsibilities.
 - Scrutinize performance data with specific reference to the outcomes of SEND students and Children who are Looked After (CLA) at each assessment point.
 - Ensure there are timely reviews of individual student risk assessments and any issues are appropriately investigated in a timely manner.

Site Accessibility

1. All floors of the school building are accessible by several staircases and one lift, located along the front of the building. By using the lift, students have access to all facilities on every floor.
2. Where students have restricted mobility, this is risk assessed and alternative arrangements are made to ensure students can access the curriculum.
3. The main Visitor Reception is accessible by external steps and a tarmacked ramp. There is also level access into the PE department from the front of the building. Student Reception is accessible by external steps and along a level tarmacked path.
4. Visitor Reception has disabled access to suitable toilet facilities; the school's car park area; and to the internal corridors and classrooms.
5. Within the Student Reception area is a medical suite with washroom facilities. There is also a non-gender specific toilet.
6. Designated parking for Blue Badge holders is available at the front of the school.
7. There are some additional washroom facilities on site designed specifically for those with physical needs to access.
8. In order to make continuous improvements for students, we will continue to liaise with the owner of the school buildings to:

- Conduct an annual review of incidents reported via the Headteacher regarding required site improvements; incidents and near misses; and essential maintenance works.
- Ensure that all areas have a valid risk assessment and that a dynamic risk assessment is carried out at the very least when conducting ad hoc work.
- Ensure all students who require one receive a Personal Emergency Evacuation Plan (PEEP) in order to safely evacuate the building in the case of an emergency.

Access to Information

1. We will provide access to information and performance updates in a variety of ways including:
 - Students' assemblies
 - Registration and tutor periods
 - The school website
 - Open Days
 - Parent/Carer consultation and information evenings
 - Meetings with individual or specific groups of parents/carers
 - SEND review processes
2. In order to make continuous improvements for students, we will:
 - Produce school documents in the appropriate font, size and colour/coloured background to assist visually impaired students.
 - Investigate alternative ways to provide access to information, software and activities.
 - Investigate ways of communicating most effectively with SEND parents/carers.
 - Make full use of external providers of support including those providers in the Local Authority responsible for providing information in alternative formats (e.g. braille, audiotape) as required.
 - Use text alerts and emails to communicate with specific user groups.

Monitoring and Review

This Accessibility Plan will be monitored annually by the Governing Body and reviewed every three years.