



Lockyer's
Middle
School

Accessibility Plan 2017 - 2020

As a Rights Respecting School, children's rights are at the heart of our policies. We recognise, teach, practise and promote the rights of every child as outlined in the United Convention on the Rights of the Child.

Article 23 states: *A child with a disability has the right to live a full and decent life with dignity and independence.....*

1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a **physical or mental impairment** that has a **substantial and long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for Lockyer's Middle School

2. Other policies

Our Accessibility Plan complements and supports our:

- Special Educational Needs and Disability Policy and related SEN Information Report;
- Supporting Children with Medical Conditions Policy; and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Curriculum
- Staff Development
- Health & Safety Policy
- Behaviour Policy
- School Development Plan

3. Our vision and aims

Lockyer's Middle School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

4. Current good practice

Identification

Lockyer's Middle School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Curriculum

Lockyer's Middle School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities, interactive ICT equipment (Interactive Whiteboards and iPads) and specialist software such as Dragon Voice Recognition software to support specific curriculum areas, e.g. numeracy and literacy
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of difficulties such as dyslexia, autism, visual/hearing impairment on learning
- organising classrooms so that they promote the participation and independence of all pupils
- staff INSET training regarding sensory impairments and the school environment
- modifying worksheets and curriculum content into large font for pupils with a visual impairment. If required using different coloured paper and different coloured overlays to reduce visual stress.

Physical Environment

Lockyer's Middle School has already improved the physical environment of the school to increase access for disabled pupils by:

- providing flat or ramped access to all school entrances
- dedicating one parking bay in the main car park and one parking bay in the side car park, for pupils and families, and visitors with a disability
- providing an accessible toilet and changing facilities
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms
- applying acoustic panels to walls and ceilings to improve sound quality for pupils with a hearing impairment

Information

Lockyer's Middle School makes written information more accessible to disabled pupils through:

- modifying written information so that this is available in large print for pupils with a visual impairment
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour
- using social stories and picture symbols to explain school rules for pupils who benefit from this.

5. Implementation

Our Accessibility Plan shows how access to Lockyer's Middle School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority and in liaison with pupils, parents, staff and governors of the school. It will advise other school planning documents.

Lockyer's Middle School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Lockyer's Middle School's Accessibility Plan will be implemented by The Headteacher and Governing Body

Sufficient resources will be allocated by Lockyer's Middle School to implement this Accessibility Plan.

6. Monitoring

The Lockyer's Middle School Accessibility Plan covers a three year period, but will be reviewed regularly and updated if needed. It will be monitored through the Governors' Staffing and Core Group Committee.

The governing body will monitor Lockyer's Middle School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Lockyer's Middle School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Lockyer's Middle School complaints procedure covers the Accessibility Plan.

DOCUMENT DETAIL	
Delegated Committee	Staffing & Core Group
Document Title:	Accessibility Plan
Next Review Date:	November 2020
Approving Body	Full Governor's Committee
Date Approved	15 th November 2017
Chairman's Signature	
Target Audience	All Employees

DOCUMENT HISTORY					
Date of Issue	Version No.	Next Review Date	Date Approved	Person Responsible for Change	Nature of Change
July 2012	1	January 2015	July 2012	Headteacher	First Issue
November 2017	2	November 2020	15 th November 2017	Headteacher and SENCO	To bring into line with new model DCC plan, to review previous plan and set out plan for the next 3 years.

Target	Strategy	Outcome	Timeframe	Achievement
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Performance Management) SENCO, external agency advice, school nurse, link professionals, inset	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum To be monitored by the Full Governing body through Performance Management, Headteacher reports on training and feedback from classroom observations	On-going	Increased access to an appropriate curriculum for all pupils
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation Ensure Education Visits Co-ordinator has full access to planning and risk assessments	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and legislative requirements Monitored by the Headteacher	On-going	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing	More time available for pupils to participate in curriculum activities Monitored through regular cycle of classroom observation and SLT scrutiny of work
To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class Ensure staff skills are matched to pupil needs Responsibility of the SENCO	Pupils needs are appropriately met through effective deployment of skilled support staff	Ongoing	All pupils are supported to achieve their full potential Evidenced through classroom observation, internal monitoring data, SEP analysis

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

Location	Item to improve physical access	Activity	Timescale
Outside areas	<ul style="list-style-type: none"> • Car parking • Steps leading from area outside the sports hall to the lower playground • All raised thresholds/steps to be colour marked to aid visibility • Review hand and grab rails near all steps onsite 	<ul style="list-style-type: none"> • Change location of the marked disabled access bay in the main car park to improve ease of access. • Ensure that the paving is secure and level. • To improve access for pupils with mobility problems 	Summer 2018
Teaching Areas	<ul style="list-style-type: none"> • To review all teaching areas on completion of building work in summer 2018 to ensure that areas are accessible to all pupils 	<ul style="list-style-type: none"> • Review acoustics in all new teaching areas • Review lighting in all new teaching areas • Review safe access and evacuation in all new teaching areas • Consider the need to reorganise teaching spaces to improve accessibility. 	Summer/Autumn 2018
Central areas/cloakrooms	<ul style="list-style-type: none"> • Remove trip hazards • Observe fire exit routes • Provide differing levels of hooks within cloakroom areas 	<ul style="list-style-type: none"> • Identify appropriate storage for equipment and ensure that items are not left indiscriminately • Remove obstacles around signed emergency routes. • Evaluate hooks annually or when a new pupil joins who requires a hook at a specific height 	On going

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.	Ongoing	Delivery of information to disabled pupils and parents improved
Make available school brochures, school newsletters and other information for parents in alternative formats, when required	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all through hard copy and website	Ongoing	Delivery of school information to parents and the local community improved
Raise the awareness of adults working at and for the school on the importance of using a range communications systems according to individual need	Training on a range of issues such as functional use of language, use of agreed visual prompts and use of SALT plans to inform teaching Other training as required	Individual pupil needs are appropriately met	Ongoing	School is more effective in meeting the needs of pupils.