

# Accessibility Plan

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Policy owner:	SENDCo
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## **1. Aims**

The aims of this accessibility plan are to ensure that Lymm High School continues to work towards increasing the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions 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, facilities and services provided
- Improve the availability of accessible information to disabled pupils

At Lymm High School, we are committed to the fair and equal treatment of all individuals able bodied, or disabled, and on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information. We are also committed to ensuring staff have the right training and knowledge to support people with disabilities effectively, and in line with the Equality Act (2010).

## **2. Legislation and guidance**

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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'.

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.

### 3. Action plan

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

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>Our school offers a differentiated curriculum for all pupils.</li> <li>We use resources tailored to the needs of pupils who require support to access the curriculum.</li> <li>Curriculum progress is tracked for all pupils, including those with a disability.</li> <li>Targets are set effectively and are appropriate for pupils with additional needs.</li> <li>The curriculum is reviewed to make sure it meets the needs of all pupils.</li> <li>Teaching Assistant support is provided</li> </ul>		<p>All staff are continually trained to employ quality first teaching strategies (QFT) in the first instance to respond to individual needs.</p> <p>All staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable students.</p> <p>Continue to ensure that we have succession</p>	<p>Curriculum continually adapted in response to changing needs as informed by SENDCo.</p> <p>Plan and deliver bespoke training opportunities with outside agencies when the need arises.</p> <p>HLTA to complete appraisals with the Teaching Assistant team to ensure training needs are identified.</p> <p>Performance Management process used to</p>	SENDCo, Line Managers	Ongoing	<p>Staff training and qualifications in place to ensure the learning and physical needs of all students are met.</p> <p>Staff are confident in using suggested strategies, students benefit from an adapted and differentiated curriculum appropriate to their needs.</p> <p>Students make expected or better progress. Learning walks ensure this is</p>

	<p>to pupils with an EHCP and whose physical needs dictate that they need additional adult supervision or support to access the lesson e.g. spotters in swimming lessons.</p>	<p>planning place for every specialist role within the LDD team so that we have the expertise and capacity required to support specific needs.</p> <p>PE curriculum further adapted to suit the needs of all learners. This should include accessibility of equipment and activity.</p>	<p>identify training needs amongst teaching staff. Recommendations from OT and PT services will be actioned. Alternative and adapted equipment to be purchased if necessary.</p>	<p>PE Staff / Teaching Assistant with PE specialism</p>		<p>embedded in lessons.</p> <p>All students access 100% of PE lessons regardless of activity.</p>
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> <li>• PEEPs (Personal Emergency Evacuation Plans) developed for all students who need them.</li> <li>• The environment is adapted to the needs of students as required. This may include:</li> </ul>	<p><b>Short Term</b></p> <p>Ensure that students have the opportunity for physiotherapy in school as directed by the pupil's physiotherapist.</p>	<p>Timetabled physio sessions for those students who need it.</p> <p>Staff to work 1:1 in a small physio room with all of the necessary equipment and training.</p>	<p>SENDCo &amp; HLTA to co-ordinate training, allocate staff and rooms for the physio.</p>	<p>Short Term (Less than 1 year)</p>	<p>Hold reviews with medical staff as necessary e.g., physiotherapists, occupational therapists etc.</p>

	<ul style="list-style-type: none"> <li>➤ Ramps</li> <li>➤ Lifts</li> <li>➤ Corridor width in the main school</li> <li>➤ Accessible parking bays</li> <li>➤ Accessible toilets and changing facilities</li> <li>➤ High visibility strips to mark stairs</li> <li>➤ Handrails in place</li> </ul>	<p>Students with specific needs have all the appropriate equipment and furniture as recommended by the pupil's OT/Physio</p> <p><b>Medium Term/Long Term</b></p> <p>Head of Estates and COO of school to work with the SENDCo, governing body and Senior Leaders to use the accessibility plan review and actions to inform development points in relation to site accessibility.</p>	<p>Purchase of specialist equipment to assist access to the school environment.</p> <p>All Teaching Assistants informed of which students they are responsible for in an emergency. PEEP forms are stored with emergency evacuation register held by the HLTA and SENDCo and brought to the evacuation point.</p>	<p>HLTA, SENDCo, Lead Teaching Assistants</p> <p>SENDCo, Senior Leaders, Head of Estates, Chief Operating Officer</p>	Ongoing	<p>Identified students are aware of their PEEP. Completed PEEPs in place for all identified students.</p> <p>Students will have reasonable access to classrooms and specialist rooms in the school</p>
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Improve the delivery of information to pupils with a disability	<p>Our school will use a range of communication methods to ensure information is accessible. This may include:</p> <ul style="list-style-type: none"> <li>➤ Individual students who have a visual impairment having access to a personal iPad to access resources in a lesson.</li> <li>➤ Large print resources via VI service and Teaching Assistants of</li> <li>➤ Use of radio aids/roger pens as directed by the HI service</li> <li>➤ Quality First Teaching strategies include recommendations of reasonable adjustments to include: buff backgrounds, use</li> </ul>	Regularly review access to information in collaboration with parents/carers and students to ensure that communication methods are appropriate to need.	Regularly review access to information in collaboration with parents/carers and students to ensure that communication methods are appropriate to need.	HLTA/Teaching Assistants	Ongoing	Staff will be fully equipped with the right strategies and equipment to support students with disabilities, to access information delivered in lessons
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#### **4. Monitoring arrangements**

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the governing body, along with the SENDCo and members of the Senior Leadership Team.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy