



LORDSWOOD
SCHOOL

Accessibility Plan

Review: Annually

Date Reviewed: January 2019



Rationale

The Equality Act 2010 places a legal obligation on schools, making it unlawful to discriminate against pupils, staff and other stakeholders with a disability. This act brings together several different equality laws, including the Special Educational Needs and Disability Act 2001 (SENDA) and the Disability Discrimination Act 1995 (DDA).

The single act places a duty on schools to consider what reasonable adjustments need to be made to improve access to the school's services, for those with a disability, including pupils, staff, parent and carers as well as many different visitors to school, without waiting until the adjustment is needed.

We at Lordswood School are committed to the fair and equal treatment of all individuals, able bodied or disabled, and will continuously work towards improving access to the physical environment, to the curriculum and to the provision of information in pursuit of providing fair and equal access for all.

Definition

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“A person has a disability 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 carry out normal day to day activities”.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions where they have a long term and substantial effect on everyday functioning.

Aims of Lordswood School Accessibility Plan

The school plans, over time to increase the accessibility of provision for all pupils, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

1. Physical Environment – The school will take account of the needs of pupils, parents, staff and other users when planning and undertaking future improvements and refurbishments of the site and premises.
2. Delivery of the curriculum – Continue to ensure that all pupils, regardless of need or disability, are able to fully participate in every aspect of the school curriculum, extra-curricular activities and school visits.
3. Provision of information - Improving the communication to disabled pupils, staff, parents and visitors of information that is provided in writing and verbally for pupils and adults.



Action	Impact	Next Steps	Accountable
Priority 1 – Physical Environment			
The school has increased the quality of its corridor displays and at varying heights. Music, sound and light is used.	All pupils have a visual, stimulating environment. Multi-sensory approach is used to develop every child's experience.	Extend to all outside areas. Improve signage in all areas.	HT
School has excellent physical access aids – ramps, lifts, widened doorways, blinds etc. to increase access for all.	Safe and secure environment for all, covering diversity of need.	Consider needs in future planning and refurbishment. Staff training on use of lifts. Adapted toilets and washing facilities.	HT
The school is aware of the access needs of pupils with disabilities.	Individual plans are in place for pupils with disabilities and all staff are aware of needs.	Ongoing creation of personal pupil plans in line with their need.	HT
Priority 2 – Delivery of the Curriculum			
The curriculum is enriched, broad and balanced.	All pupils have access to a rich and deep curriculum. Creative curriculum to inspire all learners. Reduced gaps in attainment. Accelerated progress.	Curriculum further developed for next year in light of reviews.	HT
Staff are highly trained to understand the needs and develop every child, removing barriers to learning. Pupils with disability or learning needs have personal plans where required.	Training has enabled all staff to teach to meet the needs of every child. Case studies show individual achievements.	Ongoing training for all staff.	HT
The school has developed IT extensively to increase participation for all.	Pupils are engaged and can access the curriculum using IT resources.	Extend to parents/Home learning opportunities.	HT

Accessibility Plan



All educational visits are planned and risk assessed to ensure accessibility.	All children have access to all visits.	Review and revise risk assessments and trip accessibility procedures.	HT
Priority 3 – PROVISION OF INFORMATION			
Communication with all members of the community is detailed and planned through school website, newsletters, text service, meetings, open days, Twitter and Face Book.	Development of Twitter, Face Book and website have improved communication.	Review and revise	HT
Website and online learning gives opportunities for interaction.	Visual prompts and learning opportunities have raised standards.	Questionnaire to assess changes needed for next academic year.	HT