



Lytchett Minster School

Accessibility Plan

2017-2019

Based on DCC Policy

<i>Policy Status/Review Programme</i>	<i>Statutory</i>
<i>Reviewed by SLT</i>	<i>May 2017</i>
<i>Ratified by Governors</i>	<i>May 2017</i>
<i>Effective from</i>	
<i>Review scheduled for</i>	<i>May 2019</i>
<i>Responsible person</i>	<i>School Business Manager</i>
<i>Responsible Governor Committee</i>	<i>Site and Services</i>

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

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1. Policy Statement

- 1.1. The Lytchett Minster School Accessibility Plan has been written in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the period May 2017 to May 2019.
- 1.2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.
- 1.3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 and with due regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 1.4. The Lytchett Minster School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - 1.4.1. increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - 1.4.2. improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - 1.4.3. improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- 1.5. The Accessibility Plan relates to the key aspects of, the curriculum, the physical environment and written information.
- 1.6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 1.7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Equality Objectives
- Equality Information
- Single Equality Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development Plan
- Asset Management Plan
- Admissions Policy

- 1.8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School that remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the prescribed period of this Accessibility Plan and therefore some items will roll forward into following plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of the next prescribed period of the Accessibility Plan.
- 1.9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees includes the due regard for Equality and Diversity issues as required by the Equality Act 2010 and its duties.
- 1.10. The School's complaints procedure covers the Accessibility Plan.
- 1.11. The Accessibility Plan will be published on the school website.
- 1.12. Progress with the Accessibility Plan should be reported upon annually and made available on the school website.
- 1.13. The Accessibility Plan will be monitored through the Governor Site Services Committee.
- 1.14. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Action Plan Ownership and Schedule

- 2.1. Lytchett Minster School's Accessibility Plan is overseen by the Site and Services Committee, that is responsible for the policy development and progress of actions.
- 2.2. Action lists can be found within appendices which are updated regularly (as per the schedule in Table 1)
- 2.3. Tasks have been delegated to individuals and/or teams who report annually to the site and services committee as follows:

Table 1: Action and Review Schedule

Action Plan Strategy	Designated Contact	Schedule
Action Plan Progress Review and Ratifications	Chair of Site & Services Committee	Annually – May
Review Accessibility Audit	Business Manager	Annually - Summer
Student Specific Actions: Admissions dependant	Assistant Head (Pastoral) in Liaison with SEND Team	Annually – Summer Term (for student inclusion in September)
Curriculum Action plan: Staff training and awareness Classroom organisation and subject location School physical activities including after school	Assistant/Deputy Head (Teaching and Learning)	Quarterly progress review. Annual progress report for Site & Services Committee - March
Information media and access	Headteacher	Quarterly progress review. Annual progress report for Site & Services Committee - May
Property and Building Access	Business Manager	Quarterly progress review. Annual progress report for Site & Services Committee - May

Appendix 1 - Improving the Curriculum Access at Lytchett Minster School

Target	Strategy	Outcome	Timeframe	SLT Responsible for	Achievement	Progress (Date)
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) Guest speakers, link professionals, inset	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Give monitoring details	May 2018	Deputy Head (Teaching and Learning) SENCO Link	Increased access to an appropriate curriculum for all pupils	At the start of every Autumn Term SENDCO leads a CPD session on this. Further sessions are delivered throughout the year
Training for teachers on differentiating the curriculum if required.	Undertake an audit of staff training requirements if required.	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	On-going – as and when children with disabilities enter the school	Assistant/Deputy Head (Teaching and Learning)	Access to the National Curriculum where appropriate for all students	Discussed at Subject Leaders Meeting as part of Annual Curriculum and Staffing Review.
	Review the specific needs for students living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available. This would be co-ordinated through Student Support.	On-going to meet the need of pupils as and when required	Deputy Head (Teaching and Learning)	Support package(s) in place for students with disabilities.	At the start of every Autumn Term SENDCO leads a CPD session on this. Further sessions are delivered throughout the year
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	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements wherever possible to meet the needs of individuals.	On-going to meet the needs of pupils as and when required	Deputy Head (Teaching and Learning)	Increase in access to school activities for disabled pupils where their needs can be accommodated.	Ongoing.
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 within the confines of the building.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	On-going to meet the needs of pupils as and when required	Business Manager	More time available for pupils to participate in curriculum activities	This is kept under review by subject teachers
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, students and parents.	Whole school community aware of issues relating to Access	Ongoing	Clerk of Governors Assistant Head (Pupil Premium/SENCO Link)	Society will benefit by a more inclusive school and social environment	Training for all staff at start of every Autumn term
To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class and staff accordingly. Ensure staff skills are matched to pupil needs	Pupils needs are appropriately met through effective deployment of skilled support staff	On-going with information shared between staff	Assistant Head (Pupil Premium/SENDCO Link)	All pupils are supported to achieve their full potential	'Headteacher interviewed all TAs in Nov 2017 and SENDCO has reviewed how TAs are used in consultation with Assistant Headteacher (SEN).. TA s attached to Faculties/Departments since Sep 2016 .

Target	Strategy	Outcome	Timeframe	SLT Responsible for	Achievement	Progress (Date)
Have full awareness of individual pupil requirements	Undertake dialogue with parents and pupils as required.	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	On-going	Assistant Head (Pastoral)	All pupils are supported to achieve their full potential	Liaison with new Year 7 students and their parents starts in May to ensure a smooth transition and to open up lines of communication.

Appendix 2 - Property Access Audit Action at Lytchett Minster School

Location	Item	Activity	Timeframe	Cost (Est.) £	Progress
Approach to school	<ul style="list-style-type: none"> Drop kerbs Traffic calming Signage Pedestrian crossings 	<p>Review drop kerbs as required for access</p> <p>Increase traffic calming measures in school lane to reduce traffic speed</p> <p>Review signage into school and through school lane for clarity and instructions</p> <p>Review requirement for any designated crossing points</p>	August 2017	£1,000	Work on Signage and Traffic calming has been completed.
Outside areas	<ul style="list-style-type: none"> Pedestrian access Car parking Paving Hand rails External lighting Flooring Delivery Vehicles / kitchen area Drop off areas 	<p>Review Pedestrian access and provide railing to separate traffic from pedestrians e.g. car park</p> <p>Review number of Accessible Parking Bays in accordance with Part M standards</p> <p>Review levels, gradients, cambers and gullies in proximity to all pathways and paved areas</p> <p>Review and define footpath edges plus any raised "tapping" kerb to edge of footpaths where these are adjacent to soft landscaping</p> <p>Provide tactile paving at key areas as required for access</p> <p>Review all hand and grab rails and ensure compliant and appropriate for use</p> <p>Ensure lighting is operational, adequate, and considers pollution and local issues</p> <p>Review flooring and ensure it is appropriate especially in regards slip hazards</p> <p>Link with H&S work to ensure safe and appropriate pedestrian access to delivery area.</p> <p>Allocate taxi drop off point and provide dropped kerb with blister paving</p>	August 2017	£1,000	<p>Reviews across all these areas have taken place and more work is planned this summer.</p> <p>Accessible parking bays have been marked out.</p> <p>Lighting has further been upgraded and improved around the Sports Hall area.</p> <p>Ramp area leading to IT block has been improved and laid with tarmac.</p>
All areas	<ul style="list-style-type: none"> Signage Doors Flooring Classroom furniture layouts Storage Security access Fire Exit routes 	<p>Review signage and work towards colour and tactile signs where appropriate</p> <p>Review door furniture and ensure that it is appropriate for use and compliant</p> <p>Review flooring and ensure it is appropriate</p> <p>Review classroom furniture and ensure appropriate and compliant, work to provide optimum layout</p> <p>Review storage requirements to remove trip and fire hazards from all areas</p> <p>Review access to key areas (exams etc.) and ensure access is appropriate</p> <p>Ensure all fire exit routes are unobstructed with clear signage and all fire exit doors are appropriate and function correctly</p>	August 2017	£3,000	<p>Extra storage is required around the theatre area and a new container will be purchased.</p> <p>Work on signage has been completed.</p> <p>New doors need to be installed in the MSH block and on Assistant/Deputy Head (Teaching and Learning) office.</p> <p>Review of Fire exits has been undertaken.</p>
Main Entrance	<ul style="list-style-type: none"> Main entrance and foyer Audibility Site maps 	<p>Review wheelchair access to main entrance</p> <p>Review installation of a loop hearing system for reception area</p> <p>Review space for unwell pupils to be treated in dignity and wait for collection</p> <p>Review site maps handed to visitors, to include pictograms and colour coding</p>	August 2017	£0	<p>New area for unwell students has been completed.</p> <p>Site Maps has been completed.</p>
Whole School	<ul style="list-style-type: none"> Emergency Egress Refuge points Egress plans Evacuation Chairs 	<p>Ensure location and use of refuge points, on upper floors which have access are included within the fire risk assessment.</p> <p>Ensure appropriate training has been provided for Fire Wardens to use Evacuation Chairs if required.</p>	August 2017	£0	Access points have been reviewed and updated with new fire risk assessment as appropriate. Extra Fire warden training took place on 29 th April 2016.
Whole School	<ul style="list-style-type: none"> Alterations as required 	Have full awareness of individual pupil requirements and undertake dialogue with parents and pupils as required.	On-going	Variable	Current pupils for the 2017-18 intake are being assessed by the School and DCC for any specific requirements.

Appendix 3 - Improving the Delivery of Written Information at Lytchett Minster School

Target	Strategy	Outcome	Timeframe	SLT Owner	Achievement	Progress (Date)
Availability of written material in alternative formats	The school will investigate provision of written information in different formats as required	The school will be able to provide written information in different formats when required for individual purposes	On-going	Headmaster	Delivery of information to disabled pupils and parents is improved	Documents will be provided in alternative formats as required As yet, no need for this has arisen.
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	On-going	Headmaster	Delivery of school information to parents and the local community improved	Documents will be provided in alternative formats as required As yet, no need for this has arisen.
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from HVSS Dorset on alternative formats and use of IT software to produce customized materials.	All school information available for all. Scanner provided by HVSS Dorset to enlarge work for specified students.	On-going	Business Manager	Delivery of school information to pupils & parents with visual difficulties improved.	Documents will be provided in alternative formats as required.
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 range of issues such as functional use of language, and managing SALT plans Other training as required	Awareness of target group raised	On-going	Business Manager	School is more effective in meeting the needs of pupils.	Staff training across all CPD sessions includes elements of accessibility.

Appendix 4 - Equality Impact Assessment - Initial Screening Record

1. What policy is being reviewed?

Accessibility Plan

2. Upon whom will this impact?

All stakeholders of Lytchett Minster School

3. How would the work impact upon groups; are they included and considered?

<i>The Equality Strands</i>	Negative impact	Positive impact	No impact
Minority ethnic groups			✓
Gender			✓
Disability		✓	
Religion, faith or belief			✓
Sexual orientation			✓
Transgender			✓
Age (N/A to pre-school and school children)			✓
Rurality			✓

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

<i>The Equality Strands</i>	No	Yes	Uncertain
Minority ethnic groups	✓		
Gender	✓		
Disability	✓		
Religion, faith or belief	✓		
Sexual orientation	✓		
Transgender	✓		
Age (N/A to pre-school and school children)	✓		
Rurality	✓		

Does the initial screening highlight potential issues that may be illegal? **NO**

Further Comments:

Do you consider that a full Equality Impact Assessment is required? **NO**

Initial screening carried out by Site and Services Committee

Signed by, Chair of Committee,

Headteacher Comment:

I am satisfied that all students will benefit from this this Accessibility Plan and none will be disadvantaged by it