

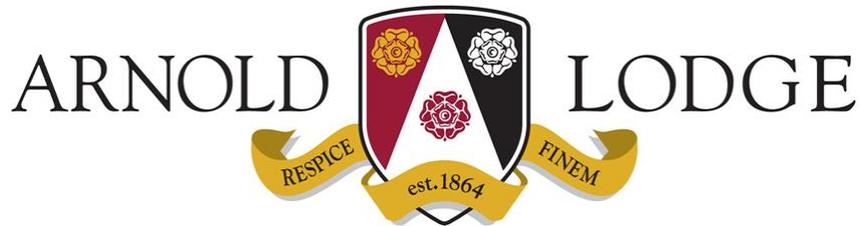


# Accessibility Plan

**Approved by the Directors:** December 2014 (most recent update)

**Next review date:** December 2015

December 2014



## **School Accessibility Plan**

*3-year period covered by the plan: September 2013-July 2016*

### **Introduction**

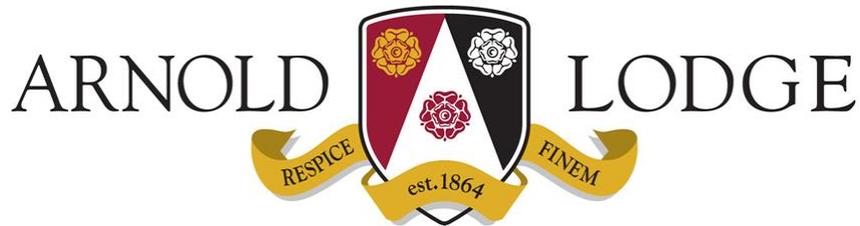
The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the school has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Directors and Headteacher of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.



## 1. Introduction

### 1.1 The purpose and direction of the school's plan: vision and values

1. This Accessibility Plan has been drawn up in consultation with the parents' association, pupils, parents, staff and Directors of the school and covers the period from September 2013 – July 2016.

2. We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Where is practicable to make reasonable adjustments to enable prospective pupils to take up a place at Arnold Lodge and to satisfy current admissions criteria, Arnold Lodge is committed to providing those reasonable adjustments, as outlined in the Equality Act 2010.

3. Arnold Lodge plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school where this is possible. The Accessibility Plan will contain relevant actions to:

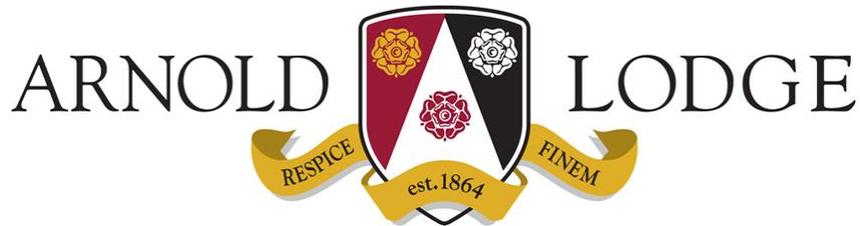
- Improve access to the **physical environment** of the school where this is possible. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils who, for whatever reason, find accessing the curriculum difficult are given the tools and support necessary to increase their access to the curriculum and given every opportunity for success.
- Improve the delivery of information to pupils, staff, parents and visitors with disabilities

4. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

5. We acknowledge that there is a need for ongoing awareness raising and training for staff and Directors in the matter of disability discrimination and the need to inform attitudes on this matter.

6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policy
- Health & Safety (including off-site safety)
- Special Educational Needs Policy
- Discipline and Behaviour Policy
- School Improvement Plan
- Teaching and Learning Policy



## **2. The main priorities in the school's plan**

### **2.1 Setting priorities**

The priorities for the accessibility plan will be set in the light of:

- an examination of the information that the school has gathered
- the messages that the school has heard from pupils, staff and parents who have been involved in the development of the scheme or have reported areas which could be improved
- The Headteacher's vision for the school and curriculum

Some of the priorities identified will themselves be about:

- improving information;
- improving the involvement of disabled pupils, staff and parents.

### **2.2 Increasing the extent to which pupils with any sort of need can participate in the school curriculum**

The following priority actions are to be introduced to increase pupil participation in the curriculum:

- Review of current curriculum and establish inclusivity
- Address any areas of deficit and take appropriate action

## **3: Making it happen**

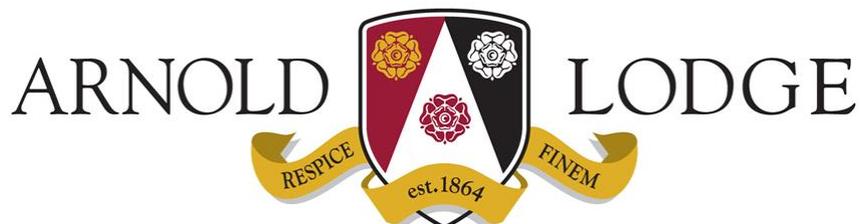
### *3.1. Implementation*

The scheme will be supported by detailed action plans and incorporated into the School Improvement Plan, with oversight of the governing body so that progress can be checked.

We will evaluate the effectiveness of our scheme with the Directors of the School and ISI when the school is inspected

### *3.2. Publication*

We will provide a copy for anyone asking for it in a range of formats, subject to suitable notice being given.



## Arnold Lodge Accessibility Plan Actions

Gathering Information and Communication	Intermediate (1-3 years)	Long Term (3 years +)
Invitations going out to parents (Parents' Evenings, School Plays etc) will include a sentence requesting information in advance of any special requirement e.g wheelchair access.	Invitations sent out from October 2014 to follow these rules	On-going
Premises	Intermediate (1-3 years)	Long Term (3 years +)
<b>General</b>		
The main school building is set over several levels and was constructed prior to 1864. Parts of the school site are newer in construction. Wherever possible, the school has incorporated measures to improve the standard and accessibility of facilities.	Regular maintenance of the school site with improvements to accessibility made when possible.	On-going
Using induction loops in school office	To be investigated during summer 2015 for implementation September 2015	On-going
Science laboratory built on the ground floor of Science block to increase accessibility	Completed September 2013	Completed.
Providing access to curriculum for pupils who have difficulty moving up and down stairs (when injured, for example)	Y10 lessons shuffled to ground floor classrooms to accommodate injury of pupil (Lent term 2014)	Completed.
<b>Fire</b>		
Where required, a personal emergency evacuation plan (PEEP) will be carried out for pupils who would require support in an emergency. As of November 2014, Arnold Lodge had 0 pupils requiring a PEEP.	On-going	On-going
<b>Main Hall</b>		
No wheelchair access to main hall where a number of performances take place.	Addressed February 2014 – wheelchair ramp installed.	Completed.
<b>Parking</b>		
Disabled parking space to be left available for parents who require access.	On-going – monitored by reception team and enforced by Headteacher	On-going
<b>School Site</b>		
Centre gate requires steps to access school which is difficult for wheelchair access or buggy access.	Addressed September 2014 – minibus gate opened to allow access to school site without steps required.	On-going
Review yellow lines / tiger stripes on steps around school and increase visibility of stair cases and bannisters	To be reviewed during February half-term 2015	On-going

## Improving Access to the Curriculum

Curriculum Target	Strategy	Timeframe	Achievement
Monitor and Review pupils' with SEN or disabilities achievement in exams	Review examination performance	Continuously assessed: full review of performance summer 2015	On-going
Ensure all staff are informed of pupils' particular needs	Distribute IEPs during INSET at start of term.  Incorporate into staff induction	Procedures to be fully implemented by September 2015 with procedures followed as much as possible from September 2014	By September 2015 staff induction / training provides full SEN information
Improve quality of differentiation within the curriculum to allow all teachers to be able to fully meet all pupils' needs	Audit staff training requirements of differentiation	Staff skill audit to be completed during Lent Term 2015 with implementation plan to be created by September 2015	Staff training matrix to be in full use by September 2015
Develop teachers' knowledge and understanding of supporting pupils with ASD	Hold training sessions and relay information on best means of supporting ASD learners	Staff to be trained and appraised of strategies for supporting ASD learners during the training days in September 2015	On-going development of SEN knowledge of staff
Increase provision of ICT to support learners	Increase ICT provision for SEN department including appropriate training	Reviewed as part of Arnold Lodge's ICT developments ready for September 2015	On-going