



## Accessibility Plan

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## 1. 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 students, under Part 4 of the DDA:

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

This plan sets out the proposals of the Local Governing Body of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

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

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

## 2) Laurel Park School

Laurel Park School is a mixed, secondary foundation school with 700 students on roll.

The school comprises of two buildings covering a large site.

The school has three floors that are connected with stairwells. The ground and first floor have level changes on all corridors, consisting of two to eight steps.

Wheelchair users can access the building through the main entrance. The main facilities such as the sports hall are on the ground floor. We have a toilet. Specified doors in the school are pinned open so that wheelchair users can negotiate their way around the building independently.

In general, there are fixed classrooms for each subject to allow as far as possible for all the facilities for one subject to be in one place. This requires students to go from classroom to classroom, often up or down internal and external steps or stairs. There is no access for

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wheelchair users to the first and second floors due to unreasonable cost, lack of space and the design of the building. It was deemed 'beyond reasonable adjustments' to insert a lift for very limited usage.

On the ground floor some areas are accessible using an external routes including five technology rooms, and three classrooms. The Main Hall, Library and Reception are accessible.

There is ramp access to the Sports hall, and the Gym is accessible via this space.

The Canteen, playing field and 3G pitch are accessible.

### 3. School's Vision:

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special needs or disability.

The school will actively seek to improve access to services and will maintain an action plan which sets out the steps the school will take to achieve this. The action plan will be reviewed and updated to take account of improvements made, future resource availability and changing needs of the target areas.

### 4. PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED studentS BY AREA:

#### A) INCREASING THE EXTENT TO WHICH DISABLED studentS CAN PARTICIPATE IN THE SCHOOL CURRICULUM:

OBJECTIVE	TIMEFRAME
To ensure that student Passports have been completed on a termly basis for students with SEN and disability who require them	On-going every term
To ensure all students with medical needs have a care plan which enables them to access the curriculum as fully as possible.	On-going
Curriculum is differentiated and personalised for students. Reasonable adjustments are made to the curriculum, resources and environment as necessary.	On-going every term
Continued professional development focused on training teachers working with students with SEND.	Planned annually and ad hoc in response to need

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Whole-school monitoring procedures ensure high quality teaching of SEND students	On-going as part of SEN Quality assurance
Target training for Teaching Assistants (TAs) to allow them to specialise in areas of student need.	On-going as part of SEN Quality assurance
Opportunities for students with disabilities to access extra-curricular learning, including visits and residential trips.	Planned annually and ad hoc in response to need

### **B) IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED students CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES**

OBJECTIVE	TIMEFRAME
Access parking spaces provided	Ongoing
Risk assessments in place for all students with disabilities	Reviewed annually
H & S issues identified and addressed	On-going
Evacuation plans in place for all students who require them	Written when starting reviewed annually
Staff trained as first aiders to assist with students as required	As per care plan
Wheelchair accessible disabled toilet - external	On-going
Ramp to the sports hall	On-going

### **C) IMPROVING THE DELIVERY TO DISABLED students OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR students WHO ARE NOT DISABLED**

OBJECTIVE	TIMEFRAME
School policies reviewed to make sure policies are fit for purpose	Annually
Regular face-to-face meeting take place with families (Annual Reviews, Parents Evenings, Meetings with SENCO/HOY/SLT)	On-going
Welfare team liaises with all families of students with disabilities	As required

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Regular input and observation from Speech and Language and Sensory support to ensure that students are fully included in all aspects of school life.	Annually or more frequent if required
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