



Accessibility Plan

REVIEWED: September 2024

THE LATIMER ARTS COLLEGE ACCESSIBILITY PLAN

Aims

The purpose of the plan is to:

- Improve the physical environment of the School to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Increase the extent to which disabled students can participate in the curriculum
- Improve the availability of accessible information to disabled students

The School is committed to providing an environment which respects and values all students, staff, parent/carers and visitors and treats them fairly.

The School endeavours to make special efforts to ensure that all groups prosper and can fully access the School facilities and services, including those with disabilities and special educational needs and is committed to making reasonable adjustments* to allow students with disabilities to access the educational provision and related services at the School.

(*The reasonable adjustment duty does not apply to physical alterations to schools and we are not required to make specific physical alterations to the fabric of the school in order to meet the need of disabled students, however, we attempt to make the buildings accessible as part of our overall planning duty).

We work closely with families about the nature of their children's needs and take all needs into account when planning all activities. An audit will be conducted when students transfer to the School to determine the needs of disabled students allowing prioritisation of those specific requirements when reviewing the Accessibility Plan.

Our School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The School supports any available partnerships to develop and implement the plan.

We plan, over time, to increase progressively the accessibility of the school to students with disabilities (the planning duty).

This plan is made available on the School's website and is also available in large print or other accessible format if required.

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 his or her 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'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students.

This policy is supported by our Equality and Diversity Policy and SEND Information Report.

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Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing body.

In reviewing the previous Accessibility Plan it is clear that progress has been made, including:

- Improving Physical Access: the new Science block has a lift and all doors have no threshold strips to ensure easy access for physically impaired staff/ students; allocated disabled parking bays are always available for disabled staff/ visitors; electric doors and sloped tarmac entrances have been laid at the entrance to the main visitor reception and the new sports centre; evacuation chairs have been replaced, staff refresher training has taken place and PEEPs have been updated.
- Improving Curriculum Access: we have placed height adjustable desks in each of the new Science laboratories to enable physically impaired students to take part in lesson activities with ease; we have employed a specific literacy teacher to target increasing access to all curriculum areas through improved literacy; we have increased the staff: student ratio at extended learning sessions (homework club) 'Aspire' to ensure that there is sufficient support to meet the individual needs of the students attending; we have incorporated successful strategies to enhance transition between lessons, ensuring staff/ students with physical impairments can move safely and in a timely manner.
- Improving Access to Written Information: we have a wider awareness of alternative formats of written information that may be requested.

An audit is carried out in order to review and inform the development of a new plan for the ongoing period. It may not be feasible to undertake all the works during the life of the plan and therefore some items will roll forward into subsequent plans.

This plan takes into account the nature of the School site, staff and students currently employed, on roll or identified for future intake at the time of review (September 2021).

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 Students with Medical Conditions policy

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Action Plan

Improving physical access to disabled students, staff and visitors					
Objective	Success Criteria	Actions and by Whom	Timeframe	Evaluation/Completion	Status RAG
Increase safe physical access to resources and areas of the School site	No trip hazards and safe egress for disabled staff, students and visitors	Complete programme of paving / tarmac / steps and ramps as per strategic allocation- Estates Team Purchase of a mobile foldable ramp to ensure any unforeseen barriers are removed- Estates Team	Ongoing as per planning schedule Financial year April 2022- April 2023	Pathway from Science Learning Centre to Main Block resurfaced August 2022. Car park resurfaced August 2022. Majority of external doors replaced August 2022 to allow for easier entrance and exit to learning centres	
Improve signage to signpost safest routes for wheelchair users, including Fire Escape routes	Disabled staff, students and visitors who are unfamiliar with the site are able to move around safely following the signage	Identify safest routes for wheelchair access- LS staff Implement signage to signpost routes- Reprographics and Estates team	April 2022- September 2022 September 2023	Routes identified. Some signage in place. External signage in some areas still to be considered although it has been decided that it is more appropriate to show all students and relevant staff the most appropriate routes. Consideration of improving surface of routes to be given.	Green
Ensure that staff, students and visitors with a SEND can be safely evacuated	All SEND students and staff working with them are safe and confident in event of fire (or other situations where evacuation is deemed necessary)	SENCO to ensure Personal Emergency Evacuation Plans (PEEP) in place for all SEND students SENCO to ensure procedures are in place to support students' sensory/language barriers difficulties. Review evacuation procedures to ensure all staff are aware of their	Ongoing Annually	PEEPs are all in place and routinely monitored. Reasonable adjustment in place to support students with sensory/language difficulties Procedures reviewed annually, or more	Green Green Green

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		responsibilities PEEPS updated with emergency evacuation procedures All Fire Marshals have up to date training	August 2023 onwards	frequently if required.	Green
Ensure that the edges of all steps in the School are visible	All steps are visible to all members of the School	Estates Team	Financial year 2024- 25 onwards		Amber
Ensure that furnishings and equipment are selected and located appropriately	Carpeting and semi-soft flooring replacement	Estates Team	Ongoing as per planning schedule	The majority of in class and corridor flooring has been replaced across the School site. Masque refurbishment needs to be planned	Amber
DDA compliant lighting/ signage/ staircases	Well lit site and grounds, clear signage and safe staircases	Estates Team	Ongoing as part of operational maintenance schedules	The majority of in class and corridor lighting has been replaced across the School site.	Amber
Increasing Access to the School curriculum					
Objective	Success Criteria	Actions and by Whom	Timeframe	Evaluation/Completion	
Staff trained in identifying students with SEND to ensure information surrounding individual needs is made available in order for students to fully access the School curriculum	Clear whole-school process in place for staff to refer a student to the Learning Support dept. if they believe there is a SEND need.	SENCO to undertake study of recent research and publications to inform planning for identification process. Disseminate via whole- school CPD	Whole- school CPD – on-going	Regular training and support material is published by the SENCo across the academic year. Monitoring shows that staff are routinely using EHCP Pen Portraits and SEND library information to aid their planning. Staff have an understanding of how to refer students to the SENCo if a concern emerges. New systems in place will take time to embed ongoing 2023 -2024	Amber
	Assessment materials in place to aid the identification process	Referral procedure in place via SEND centralised system	September 2023 - ongoing	New systems in place will take time to embed ongoing 2023 -2024	Amber

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<p>Staff trained in supporting students with SEND to enable them to fully access the curriculum- focus on key areas of need within the school: communication and interaction; specific learning difficulties; social, emotional and mental health needs</p>	<p>Sufficient understanding of key SEND and available supporting information to allow staff to implement strategies to allow students to fully access the curriculum</p> <p>Adaptations via Quality First Teaching evidenced via book sampling and learning walks</p> <p>Availability of appropriate resources (eg. overlays, Reader pens, pen grips) to support individual SEND needs</p> <p>ICT equipment fitted with additional software/hardware to allow access for disabled students</p>	<p>Information delivered via CPD sessions, at staff meetings and by external providers as necessary</p> <p>SLT and Progress Leaders to identify good practice as part of monitoring cycle</p> <p>SENCO to research resources to support specific learning difficulties in place of 1:1 LSA support to promote independent learning</p>	<p>Whole- school CPD – on-going</p> <p>Centralised SEND system in place to support the identification of SEND students and adaptations - 2023</p>	<p>Students are routinely provided with overlays. Coloured resources for students diagnosed with Irlens/visual stress. Students can access laptops for all classrooms where IT facilities are not readily available.</p> <p>New systems in place will take time to embed ongoing 2023 -2024</p>	<p>Green</p> <p>Green</p> <p>Green</p> <p>Amber</p> <p>Green</p> <p>Green</p>
<p>Staff trained in supporting students with medical conditions to enable them to fully access the curriculum- focus on key areas of need within the school: manual handling and intimate care to support physically impaired students; diabetes awareness; epipen training</p>	<p>Trained LSAs able to move and handle students with physical disabilities safely and confidently</p> <p>Health Care plans in place and overseen by designated staff member</p> <p>Sufficient understanding of key medical needs and available supporting information to allow staff to implement strategies to allow students to fully access the curriculum</p>	<p>In liaison with Cover Manager, School Nursing team and relevant external professionals (eg. Physio) ensure refresher training takes places as required</p> <p>Audit of Health Care Plans to take place</p> <p>Relevant information surrounding medical needs to be disseminated via staff training/ CPD</p>	<p>Academic year 2021- 22 onwards</p>	<p>Health care plans are in place for those students who need it.</p> <p>First Aid lead appointed who monitors the specific plans for individual students, in liaison with parents and carers and health professionals.</p> <p>Staff absence due to illness has highlighted the need for more staff to be trained in providing intimate care for the academic year 2024-2025 and onwards. Currently no student on role requiring intimate care.</p>	<p>Green</p>

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Increasing Access to Written Information					
Objective	Success Criteria	Actions and by Whom	Timeframe	Evaluation/Completion	
To provide written information to students in an appropriate format	All students can access written information appropriately	<p>SENCO to ensure staff are aware of guidance on accessible formats</p> <p>SENCO to develop methods of presenting information for visually impaired students, in discussion with parents and carers and information distributed to staff via SEND library</p>	Academic year 2021- 22 onwards	Procedures are in place to communicate the needs of those students with visual impairments. Staff have been provided with support and training as to the needs of individual students so that resources can be routinely adapted. Centralised SEND system in place to support the identification of SEND students and adaptations - 2023	Amber
To ensure all parents and carers can access information shared with them	Ensure preferred method of communication is used	<p>Ensure staff are aware of guidance on accessible formats</p> <p>Review documentation on website to check accessibility for parents with English as an Additional Language</p> <p>Learning Support Manager to include discussion of access to information in all annual reviews of SEND needs</p>	<p>Academic year 2023- 24 onwards</p> <p>Ongoing</p>		Green
Produce accessibility information to increase support for parents and carers of SEND students	Parents and carers are aware of how the School will ensure full accessibility within the School	<p>LS staff to establish with parents and carers a SEND information point of contact.</p> <p>Parents have centralised email as a point of contact, this is read daily and disseminated to relevant staff/leader/facility head.</p>	Academic year 2021- 22 onwards	LSU staff routinely communicate with parents and carers. Feedback on the support offered is positive and indicates that current needs are being met. This will be constantly revisited to ensure that needs are still being met or adaptations are being made.	Green