



Accessibility Plan

September 2021 –2024

THE LATIMER ARTS COLLEGE ACCESSIBILITY PLAN

Aims

The purpose of the plan is to:

- Improve the physical environment of the College 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 College is committed to providing an environment which respects and values all students, staff, parent/carers and visitors and treats them fairly.

The College endeavours to make special efforts to ensure that all groups prosper and can fully access the College 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 College.

(*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 College to determine the needs of disabled students allowing prioritisation of those specific requirements when reviewing the Accessibility Plan.

Our College is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The College 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 College'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 pupil 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 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 College 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	Date Completed
Increase safe physical access to resources and areas of the College 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 2021- April 2022	
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 2021- September 2021 September 2021	
Ensure that staff, students and visitors with a SEND can be safely evacuated	All SEND pupils 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 pupils Review evacuation procedures to ensure all staff are aware of their responsibilities All Fire Marshals have up to date training	Ongoing September 2021 December 2021	
Ensure that the edges of all steps in the College are visible	All steps are visible to all members of the College	Estates Team	Academic year 2021- 22 onwards	

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Ensure that furnishings and equipment are selected and located appropriately	Carpeting and semi-soft flooring replacement	Estates Team	Ongoing as per planning schedule	
DDA compliant lighting/ signage/ staircases	Well lit site and grounds, clear signage and safe staircases	Estates Team	Ongoing as part of operational maintenance schedules	
Increasing Access to the College curriculum				
Objective	Success Criteria	Actions and by Whom	Timeframe	Date Completed
Staff trained in identifying students with SEND to ensure information surrounding individual needs is made available in order for students to fully access the College curriculum	<p>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.</p> <p>Assessment materials in place to aid the identification process</p>	<p>SENCO to undertake study of recent research and publications to inform planning for identification process. Disseminate via whole- school CPD</p>	<p>Whole- school CPD Academic year 2021- 22 onwards</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>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>Differentiation 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>Academic year 2021- 22 onwards</p>	

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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>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>	Academic year 2021- 22 onwards	
Improved interventions to target areas of need	Interventions in place to target areas of need as per College identification or recommendation from external professionals, diagnostic report etc.	<p>SENCO to audit current interventions and their success/ impact</p> <p>SENCO to research available interventions, costs and evidence summaries</p>	Academic year 2021- 22 onwards	
Increasing Access to Written Information				
Objective	Success Criteria	Actions and by Whom	Timeframe	Date Completed
To provide written information to pupils in an appropriate format	All pupils 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 Pen Portraits</p>	Academic year 2021- 22 onwards	

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<p>To ensure all parents and carers can access information shared with them</p>	<p>Ensure preferred method of communication is used</p>	<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 2021- 22 onwards</p>	
<p>Produce accessibility information to increase support for parents and carers of SEND students</p>	<p>Parents and carers are aware of how the College will ensure full accessibility within the College</p>	<p>LS staff to establish with parents and carers a SEND information point of contact</p>	<p>Academic year 2021- 22 onwards</p>	