



Accessibility Plan

Version 3 – November 2017 – November 2020

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THE LATIMER ARTS COLLEGE ACCESSIBILITY PLAN – NOVEMBER 2017 TO AUGUST 2019

Introduction

This Accessibility Plan is designed to ensure that The Latimer Arts College complies with equality and disability legislation and best practice. The College is committed to providing an environment which respects and values all students, staff, parent/carers and visitors and 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. The college 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 physical alterations to the fabric of the school in order to meet the need of disabled students.) 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.

Duties on the College

- Not to treat disabled students less favourably for a reason related to their disability;
- To make reasonable adjustments to ensure that students who are disabled are not at a substantial disadvantage in comparison to students who are not disabled; and
- To plan to increase access to education for disabled students, where realistic.

Purpose of the Plan

This Plan sets out the College's proposals to increase access to education for disabled students in the three areas required by the planning duties in the Disability Discrimination Act, namely;

- Increasing physical access,
- Increasing access to the curriculum; and
- Increasing access to written information.

Supporting Policies in place are:

- Anti-bullying
- Equality and Diversity Policy
- SEND Information Report

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Improving physical access to disabled students and staff

An audit will be conducted when students transfer to determine the needs of disabled students allowing prioritisation of those specific requirements when reviewing the Plan.

	Targets	Strategies	Outcome	Timeframe	Goal Achieved
Completed	Provide disabled parking bays Main entrance upgrade Fully accessible toilet				Disabled parking always available for disabled 'visitors' Tarmac laid and electric door installed Increased safe physical access to all areas of the college
Short Term	DDA Compliant lighting/ signage / staircases Personal Emergency Evacuation Plan (PEEP) in place as required Staff trained in use of 'Evac' Chair	Site team to monitor SENCo and site team to devise PEEP SENCo and site team to monitor	Well lit site and grounds, clear signage and safe staircases All PEEPs in place for relevant students and staff All relevant staff trained in using Evac Chairs	Standard considerations as part of operational maintenance schedules Start of each academic year and then termly Annually	Safe and compliant physical access around site Disabled students and staff are safely evacuated in the event of an emergency Disabled students are safely evacuated in the event of an emergency
Medium Term	Complete programme of paving / tarmac / steps and ramps Removal/improvement of door bars and door mats	Plan work within strategic allocation and ensure disabled access is prioritised within schemes SENCo and site team to identify areas of difficulty	No trip hazards and safe egress for disabled staff, students and visitors Users of frames able to enter rooms without difficulties	2017-2019 2017-2019	Increased safe physical access to all resources and areas of the college Increased safe physical access to all resources and areas of college

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Increasing access to the College curriculum

An audit will be conducted when students transfer to determine the needs of disabled students allowing prioritisation of those specific requirements when reviewing the Plan.

	Targets	Strategies	Success Criteria	Timeframe Milestones	Evaluation of Impact
Completed	Smooth transition during change of schools. Increased specific literacy teaching for SEN and underachieving pupils (IGNITE programme)	Making the most of the transition process by ensuring early and frequent visits from the pastoral team to ease the change of schools Employment of specific literacy teachers		Ongoing	Students settled more quickly. Additional support in place where required. Improved and increased access to all curriculum areas through increased and improved literacy
Short Term (Based on the outcome of the relevant audit)	Raise awareness of all staff to the curriculum needs of students with any of the following identified in the audit: <ul style="list-style-type: none"> • Physical disability (e.g. mobility) • Visual or hearing impairment • Medical conditions • Language and speech disorders 	Discuss with SENCo and Assistant Principal (Curriculum & Pathways) a schedule of training to equip all staff, teaching and non-teaching, to be able to understand the needs of these groups of students as identified by the student audit. Delivered on training day, at staff meetings and by external providers as necessary.	Sufficient understanding of those disabilities to allow all staff involved in the teaching & learning of these groups of students, to support and meet their needs effectively.	September 2017 ongoing Epilepsy, diabetes, asthma and epipen training 2017 onwards	Improved and increased curriculum access for all groups.
Short Term	Assistance to move between lessons	Allowing staff and students with physical difficulties to move between lessons outside of the normal bell times and/or accompanied. EHCP students have staff with them during transition periods where deployment allows. Access to lift made available where possible.	Lessons are attended on time	September 2017 onwards	Students and staff attending lessons on time

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	Targets	Strategies	Success Criteria	Timeframe Milestones	Evaluation of Impact
	<p>Increased support for all students with their homework</p> <p>Greater teaching staff awareness of access arrangements available to disabled and SEN students</p> <p>Increased specific numeracy teaching for SEN and underachieving pupils (IGNITE programme)</p>	<p>Increase the staff to student ratio at homework club</p> <p>Training day updates (September). Information available on shared drive. LSA's work with students. LSA's liaison with staff</p> <p>Employment of specific numeracy teacher</p>	<p>Sufficient support for those students attending homework club to access individual support</p> <p>Staff with training on access arrangements available and process to follow. Students identified early providing greater and more detailed evidence for Access Arrangements online</p> <p>Measured progress within students accessing numeracy teaching and resources</p>	<p>September 2017 onwards</p> <p>September 2017 onwards</p> <p>September 2017 onwards</p>	<p>Improved learning outcomes for all students</p> <p>All students identified through evidence based on referral from teaching staff to aid process of testing for appropriate access arrangement application</p> <p>Improved and increased access to all curriculum areas through increased and improved numeracy skills in identified students</p>
Medium/Long Term (Based on the outcome of the student audit)	<p>Appropriately trained key personnel dealing with conditions that require handling and moving techniques</p> <p>Research equipment / resources to support speech / language or learning difficulties</p>	<p>Designated Medical Needs TA to be offered refresher training. Update on Medical Register in liaison with School Nursing Team</p> <p>Work with SENCo & Assistant Principal (curriculum & Pathways) to identify relevant resources and equipment</p>	<p>Trained TA: Medical Needs able to move and handle students with physical disabilities safely and confidently</p> <p>An appropriately resourced curriculum to fully support these requirements</p>	<p>September 2017 onwards</p> <p>September 2017 onwards</p>	<p>Maximum level of safety for student and staff</p> <p>Quality resources to enhance access to learning for identified pupils.</p>
Medium/Long Term	<p>Specialist trained staff to support the emotional and physical well-being of these student groups</p>	<p>SEN Learning Mentor</p>	<p>Staff with specialist training/qualifications in one or some of the disabilities that currently may reduce access to the curriculum for some students</p>	<p>September 2017 onwards</p>	<p>Qualified specialist support within college</p> <p>Increased access to the curriculum</p>

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Increasing access to written information

An audit will be conducted when students transfer to determine the needs of disabled students allowing prioritisation of those specific requirements when reviewing the Plan.

	Targets	Strategies	Outcome	Timeframe	Goal Achieved
Short Term	Relevant staff are fully aware of the procedures and codes of practice to enable them to assist students and parents/carers to deal with disability.	Staff to receive appropriate training, working with external agencies, pastoral and LSU team	Effective teaching and support by all staff to this group of students	September 2017 onwards	Full access for pupils to curriculum
	Wide range of information available to students/staff and carers <i>This range will vary according to the needs of students on roll as identified by regular audits</i>	College website used for provision of detailed information and links to external sources of information Documents offer the option of alternative font size	Students and parents/carers acquire better understanding of their entitlements and about the support available to them Raised levels of confidence	September 2017 onwards	Improved and relevant delivery of information to disabled students Students attain greater independence in their ability to make choices and raise their standard of achievement.