



POLICY DOCUMENT	
Title	School Accessibility Plan
Adopted	School
Committee	Financial & Premises
Approved	Yes
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1. Document Rationale

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body of Longcroft School has had three key duties towards disabled users (children and adults), under Part 4 of the DDA:

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

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

- increasing the extent to which disabled users can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled users can take advantage of education and associated services;
- improving the delivery to disabled users of information which is provided in writing for users 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.

2. Scope

All users of Longcroft School.

3. Definitions

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'

4. Responsibilities and contacts

The LEA will produce and maintain an accessibility strategy for East Riding schools.

Individual schools will produce and implement their own individual Accessibility Plan, which may be inspected by Ofsted, and which should be reported by the Governing Body to parents in the Annual Report.

5. Vision and Values

At Longcroft School we are committed to giving all of our users every opportunity to flourish. Through our core values of Integrity, Creativity and Respect, we seek to ensure that we respect everyone's right not to be treated less favourably than another.

We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children.

The achievements, attitudes and well-being of all our children are paramount.

Longcroft School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. However we acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

In order to increase access to our school and our curriculum we continually review and adapt the following:

A. Physical Environment

Major building improvements comprise aspects such as ramps, lifts or toilets for the disabled, to ensure that pupils can access and make full use of the buildings.

As part of the process of admitting pupils to Longcroft School & Performing Arts College, a check is made on requirements for disabled pupils. This involves liaison with the Education Service for Physical Disability, the Hearing Impaired Service and/or the Visually Impaired Service as appropriate.

The LEA is able to provide some funding from the Schools Access Initiative (SAI) to help improve schools physical accessibility. Within Longcroft School, such funding could be used to:

1. Improve physical access to the School, which may include setting down and picking up points, ramps, handrails and lifts.
2. Improve physical movement around the building, including adaptation for sensory disability (such as improved colour schemes) and access (for example, to social areas and dining rooms).
3. Improve accommodation within the School buildings, including toilets for disabled pupils, medical rooms and sound-proofing for hearing impaired pupils.
4. Provide specialist furniture such as rise and fall tables, sinks, ovens and ICT equipment (both hardware and software).

B. To the Curriculum

Longcroft School supports the LEA commitment to provide equality of opportunity and access for all pupils, and to promoting high achievement. In meeting this commitment, we take fully into account:

1. The best interests of each pupil, developing a carefully balanced approach, with the emphasis on the needs of each child and the planned development of more individualised approaches to their education.
2. Early identification and intervention to overcome barriers to access to learning
3. The views of the child, so that they are heard and take part in decisions about their education.
4. Arrangements for working with parents and statutory and voluntary agencies.

The School aims to promote access for all pupils to a broad, challenging and exciting curriculum which will enable them to play a full part in the School and the wider community.

C. To Written Materials

Longcroft School has a duty to ensure that all written information normally provided to pupils is made available in an appropriate format to disabled pupils.

The format of the information should take account of each pupil's disabilities, the pupil's and parents' preferred formats, and be made available within a reasonable time-frame.

This duty mainly relates to pupils with hearing and visual impairments, but can relate to other disabilities such as autism, speech and language disorders and specific learning difficulties.

6. Action Plan

Longcroft School will always take advice on the support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school as much as we are able to.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of any pupils with a disability.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.

The Action Plan is shown in Appendix 1

7. Review

Accessibility is continually reviewed as new users wish to access the site.

The SLT and SENCO are responsible for ensuring users can access the curriculum provision.

The Business Manager through the Site Team is responsible for ensuring the site meets (as much as is financially possible and reasonable) of all users.

The current site access audit is shown in Appendix 2 and comments in Appendix 3

8. Examples of where access has been improved

A. Physical Environment

- Provision of stair climbers (through ESPD) at both Upper and Lower School, sites.
- Provision of chair-lifts at both the Upper and Lower School Foyers.
- Provision of disabled toilet facilities at both the Upper and Lower School sites.
- Provision of disabled shower at the Upper School.
- Provision of a chair lift at the rear of the Upper School stage.
- Provision of a physical management suites within the disabled toilet areas.
- Provision of wheel-chairs for those with temporary requirements.
- Provision of special carpeting (ICT Suite) for those with hearing impairment.
- Provision of classroom blinds for those with visual impairment.
- Provision of improved lighting (Science Labs) for those with visual impairment.
- Provision of reduced height work benches in the Upper School and Lower School Science laboratories.
- Provision of reduced height work bench in Resistant Technology workshop
- Provision of reduced height work-table in Food Technology.
- Provision of perching stools in the Science Lab and Technology workshop, though ESPD.
- Provision of a ground floor ICT suite in the Upper School site.
- Provision of a ground floor Music Technology suite.
- Provision of a Learning Support software programme for writing "Writers' Toolkit".
- Provision of laptop computers – covering a number of needs for disabled pupils.
- Provision of Dictaphones.
- Provision of a variable height table in the dining room/canteen.
- Provision of general carpeting throughout the School to assist those with a hearing impairment.

B. Access to the Curriculum

- Enhanced use of IEPs
- Provision of advice from SENSS, and the use of specialist SENSS teachers.
- Introduction of a literacy programme

C. Access to Information

- Provision of white-boards to enable large scale projection, to assist the visually impaired.
- Voice-recognition system, for students with writing difficulties.
- Provision of improved sound systems to enable better hearing from the classroom TV/video players.
- Provision of large print hand-outs, documentation and books for the visually impaired

Appendix 1 – Action Plan

Target (Access To)	Tasks	Timescale	Finance	Responsibility	Success Criteria
<p>CURRICULUM</p> <p>Ensure access to computer technology appropriate for pupils with disabilities.</p>	<p>ICT plan includes prioritised purchasing list for computer technology as required for pupils with disabilities.</p> <p>School staff to update on available technology on a termly basis.</p>	As required - unless needs of pupils in school require immediate action.	Up to £500 p.a.	All key leaders. Network Manager.	Access to appropriate computer technology will be improved for all disabled pupils.
<p>CURRICULUM</p> <p>Reflect identified areas of need in lesson planning and delivery.</p>	<p>Incorporate Quality First Teaching into all planning.</p> <p>Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school & anticipatory duties.</p> <p>Purchase of resources to increase student participation.</p>	Ongoing.	Curriculum area plans.	All staff.	Improved access to curriculum for all pupils.
<p>CURRICULUM</p> <p>Prioritise student participation in school activities.</p>	<p>Promote student awareness of the rights of the child, especially Article 23: Children should have special care & support if they need it.</p> <p>Ensure student activities are accessible to all students.</p>	Ongoing.	Small costs within department capitation	Governors. Pastoral support.	Increased participation in school life for students with disabilities.
<p>SCHOOL POLICIES</p> <p>Ensure all policies consider the implications of Disability Access.</p>	Consider all policies in view of priorities.	Ongoing.	n/a.	Governors.	Access to all aspects of school life for all students.
<p>SCHOOL BUILDINGS</p> <p>Ensure that access to school buildings and site can meet diverse pupil needs.</p>	<p>Improvements to visitor signage.</p> <p>Main entrance doors are heavy and difficult to open.</p> <p>Review all ramps across the site.</p> <p>Define specific 'drop off' point outside main reception at upper school.</p> <p>Improve car parking area lighting.</p>	Ongoing.	£10,000	S.L.T Governors.	Access to school buildings and site improved.

	<p>Review seating to include arm rests in reception.</p> <p>Cost hearing loop system at reception.</p> <p>Review all signage for visibly impaired and other languages at reception.</p>				
<p>CLASSROOMS</p> <p>Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs & actions for future improvements.</p>	<p>Plan classrooms in accordance with pupil need.</p> <p>Organise resources within classrooms to reflect student need.</p> <p>Incorporate accessibility into any proposed structural alternatives.</p> <p>Provide quiet areas within the school.</p> <p>Think beyond the ramp. Look at accessibility in all areas of school life.</p> <p>Cost hearing loop system in specific rooms or consider portable option.</p>	Ongoing.	£5000	S.L.T Governors.	Appropriate use of resources for diverse needs of pupils with disabilities.
<p>SITE FACILITIES</p> <p>Ensure that all facilities including toilets and emergency evacuation information is appropriate.</p>	<p>Review the instruction of braille signs for specific areas such as toilets and to guide blind and partially sighted individuals to emergency exits.</p> <p>Review the use of visual fire alarms throughout the site.</p>	Ongoing.	£5000	S.L.T Governors.	All users of the site have their needs met and feel secure that they know where and how to leave the building in an emergency.
<p>NEWSLETTERS & DOCUMENTS</p> <p>Availability of newsletters and school documents in alternative formats.</p>	<p>Letters in first language.</p> <p>Large print & audio when required.</p> <p>Text.</p> <p>E-mail.</p>	Ongoing.	£500 p.a.	S.L.T Governors.	Information to pupils with disabilities and parents / carers will be improved.

Appendix 2 – Current Site Audit

Accessibility Audit of insert full name of school LONGCROFT SCHOOL

Undertaken by s of all who took part in the audit CHRIS JENNINGS
with positions (i.e. teacher, parent, pupil, Governor) BUSINESS MANAGER

Undertaken on date audit was carried out 8-2-16

Date of Review date, usually 12 months after audit FEB 17

Please click on the above document to view.

Appendix 3 - Review

1. Review Previous Site Audit

This has now been completed alongside Longcroft School Facilities Manager and ERYC Health and Safety Officer on the 14th April 2016.

2. Audit current accessibility issues

In terms of accessibility, the only specialist teaching room which is not accessible to someone with reduced mobility is Food Technology, Room 25. This room is located on the first floor of the Upper School and no ramp or lift access is available.

All other specialist rooms are accessible by either ramp or flat access. (Note not all specialist rooms are available, however in order to allow a user with reduced mobility access to the curriculum, they could be either timetabled or moved into a specialist room which is available.)

3. Create an action plan to meet current need

The action plan is show in Appendix 1

Currently there is no long term ongoing need to facilitate access to Room 25 for any user of the site.

Where a user joins the school who requires ongoing access, their timetable can be modified to allow them access to either a ground floor room or one with ramp access.

Currently (May 2016) all students can participate fully in school life.