

## LADY LUMLEY'S SCHOOL ACCESSIBILITY PLAN 2023-24

### IMPROVING PHYSICAL ACCESS

TARGETS	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
<p>Access: To be aware of the access needs of all students/ children, staff, governors and parent/carers</p> <p>Ensure all staff &amp; governors and other volunteers/ visitors are aware of access issues.</p>	<p>Gather information around access needs from Primary/Secondary schools as part of the KS3/4 transition or from previous school during transition process.</p> <p>Create Pupil Passport for individuals as required.</p> <p>Annual reminder to parents, carers through communication to let us know if they have problems with access to areas of the school.</p> <p>Include the accessibility plan as part of staff induction process.</p>	<p>Annually or as required</p> <p>September (annually)</p> <p>As required</p>	<p>Pastoral Team</p> <p>SENCO</p> <p>Business Manager</p>	<p>Individual, relevant and current information is gathered and shared as required so all needs are met.</p>
<p>Ensure everyone has access</p>	<p>Ensure that there are no/minimal restrictions preventing access for all, where reasonably practicable</p>	<p>Daily check to ensure the entrance area is clear of obstructions/machinery such as lifts are maintained and working.</p>	<p>Site Team</p>	<p>All visitors can access the site</p>
<p>Maintain safe access for all</p>	<p>Check exterior lighting is working on a regular basis.</p> <p>Health &amp; Safety Issues are an item on the Senior</p>	<p>Ongoing regular checks</p> <p>Weekly agenda item</p>	<p>Site Team</p> <p>Senior Leadership team</p>	<p>Everyone feels safe and can gain access safely into the school grounds</p>

	Leadership Team, (SLT) meeting agenda.  Regular meetings held by Business Manager with Site Manager and other relevant colleagues	Weekly meetings held to discuss site/H&S issues	Business Manager	
Exits: Ensure all disabled or impaired people can be safely evacuated	Ensure there is a personal emergency evacuation plan for all students with physical disabilities, mobility issues. disabled pupils. These are shared on CPOMS and emailed to all relevant staff.	As required	SENCO, Pastoral Team and Medical Coordinator	All students and staff working with them are safe
Ensure that the school engages with Fire Safety and Premises Audits including training for staff up to date, equipment checks are regular and defect equipment is replaced/removed.	Ensure staff are fully trained and aware of their duties.  Staff complete statutory online training in line with trust and statutory requirements	Weekly, monthly, and termly checks.  Annual Fire Risk Assessment	All staff to complete statutory training.  Business Manager and Site Team	All staff, students and visitors have safe independent exits from school
Ensure that the building remains fully accessible and compliant in line with the Equality Act	Ensure that any building or maintenance works ensure full compliance with the Equality Act in relation to access e.g., ramps, visual alarms, lifts etc.	As works are undertaken	Business Manager Site Team	That the building is fully accessible and easily travelled by all staff, students, parents/carers and visitors

#### IMPROVING ACCESS TO THE CURRICULUM

TARGETS	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
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Curriculum adjustments ensure fair access for all.	<p>Learning Support team to update Pupil passports during My Support Plan meetings. Documents updated on Provision map.</p> <p>All teaching staff to use information located on Provision map (pupil Passports/My Support Plans) to facilitate adaptive teaching with each of their teaching groups.</p>	MSPs reviewed termly. Ongoing aspect of provision.	<p>SENDCo to update documentation.</p> <p>All staff to read and implement strategies.</p>	All students access fully the curriculum provided. Structured conversations as appropriate with parents/carers.
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	Teachers consider the needs of all students when planning lessons and adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc. - With consideration for those students with general and specific learning difficulties.			
Ensure teaching and learning methods and environment support students with speech impairment.	Promotion of an ethos of inclusion, acceptance and understanding. Demonstration of patience and support. Specific programmes as/if required, through liaison with SALT service.	As required in response to student need.	All staff	Progress confirmed by observations and formal assessment.
Ensure teaching and learning methods and environment support students with hearing impairment.	Quiet classrooms, child facing the teacher, seating plans, clear enunciation, use of EduMic. Liaison with NYC HI support team.	As required in response to student need.	All staff	Progress confirmed by observations and formal assessment.
Ensure teaching and learning methods and environment support	Student faces board, glasses worn. Modified print if needed. Exam Access	As required in response to student need.	All staff	Progress confirmed by observations and formal assessment.

students with visual impairment.	Arrangement for modified papers and specialist equipment if needed. Liaison with NYC VI support team.			
Ensure teaching and learning methods and environment support students with impaired mobility including wheelchair users.	Support in P.E. Classroom environment, corridors unobstructed pathways and clear of hazards. Doorways wide for wheelchair use, ramps as required. Specialist chairs in science. Designated wheelchair access stations in Food Tech classrooms. Supervised access to lifts. Pass to support early exit from classes. Regular visits from Physio/OT, as/if required.	As required in response to student need.	All staff	Students are able to access all activities.
Ensure teaching and learning methods and environment support students with social, emotional and mental health (SEMH) difficulties.	Appropriate strategies identified in individual Pupil passport/My Support Plan, e.g. time out, clear targets, clear, consistent expectations, consistent routines.	As required in response to student need.	All staff	Progress confirmed by teacher assessment and progress towards individual targets.
Ensure teaching and learning methods and environment support students with diagnosed medical conditions e.g. asthma, allergies.	Accessibility of medication. Awareness of staff when planning DT, PE, Science activities.	As required in response to student need.	All staff – supported by Medical Coordinator	Students able to access the activities.

Necessary provision is in place to allow all students to access enrichment opportunities.	Pre preparation meetings with parents and carers to make all necessary additional arrangements such as transport, knowledge of the local area etc..	As required in response to student need.	Activity/visit leader – supported by SENDCo and Medical Coordinator.	All students able to fully access enrichment opportunities.
To improve literacy and numeracy levels of students achieving below age Expectations.	Identify students who require additional support. Provide appropriate support/interventions – including effective use of adaptive teaching.	As required in response to student need. Ongoing aspect of provision.	All staff – supported by LS team, as appropriate.	Progress confirmed by teacher assessment and progress towards individual targets.
Ensure all students can access public examinations and statutory assessments	Access arrangements in place for all students who require and are eligible for support, including extra-time, readers, separate rooming etc.	‘Informal’ EAA applied from Year 7 onwards. Formal EAA assessments conducted in summer term, Year 9. Need monitored and assessment also offered in Year 10/12 if required.	SENDCo.	All students can fully access all exams and statutory assessments.

#### IMPROVING ACCESSs TO INFORMATION

TARGETS	STRATERGIES	TIMESCALE	RESPONSIBILTY	SUCCESS CRITERIA
Website is compliant with statutory regulations	Annual Website audit undertaken	Annual check	CFE – Compliance Officer/ Trust IT Team	Compliant website
To improve awareness of alternative formats for sharing information	Using a variety of formats for communication, including text, email,	Ongoing	SLT	All parents/carers become aware of alternatives

	<p>student-post. Ensure all parents/carers are aware that the school can provide communication in large text, via telephone/ meetings to meet needs. Check that correspondence sent home is accessible in relation to reading ability language etc.</p>			<p>available and how these can be accessed</p>
<p>Ensure information in all SEND reviews is accessible to all parties</p>	<p>Provide a choice of formats for parents/carers to provide views on reviews</p>	<p>Ongoing</p>	<p>SENCO</p>	<p>Parents/carers have choices about how they are communicated with and how they provide their points of view.</p>