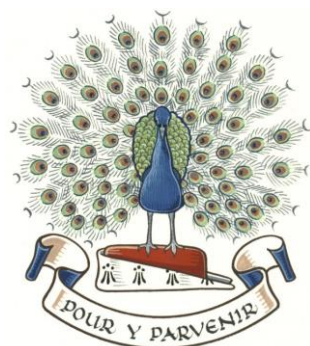


LADY MANNERS SCHOOL

ACCESSIBILITY PLAN



ACCESSIBILITY PLAN FOR LADY MANNERS SCHOOL

AIMS STATEMENT

At Lady Manners School we strive to attain the highest standards in our work, have respect for others and develop our individual talents.

Lady Manners is a fully inclusive school. All students have equal access to a broad and balanced curriculum, including the National Curriculum, extra curricular activities and the wider life of the school. We aim to provide a learning community which takes into account the needs of individuals and where individuals are valued, feel secure and have a sense of belonging. The emphasis is to maximise achievement, raise self esteem, realise individual potential and prepare young people for adulthood.

We endeavour to make all reasonable adjustments to remove barriers to learning and progression. In planning the curriculum students' diverse learning needs are considered and appropriate learning challenges set. The Learning Support Department provides intervention strategies to support identified students and all staff have the responsibility of planning and delivering lessons that maximise the potential of all students. Specialist learning resources are purchased to target specific learning difficulties and structural changes are made. These include improving acoustics, lighting and accessibility to the school site to ensure full integration into the life of the school.

INTRODUCTION

The Governing Body recognises its responsibility under the Equality Act 2010. As part of the Equality Act, a new combined public authority duty was introduced from April 2011, covering all protected characteristics. Protected characteristics include:

- age
- disability
- gender reassignment
- marriage and civil partnerships
- pregnancy and maternity
- race
- religion and belief
- sex and sexual orientation

The Governing Body recognises its duty

- not to treat disabled students less favourably for a reason related to their disability
- to make reasonable adjustments for disabled students so they are not at a substantial disadvantage
- to publish an Accessibility Plan to increase access to education for disabled students

The plan has three interlinked elements:

1. Increasing the extent to which disabled students can participate in the school curriculum by:
 - providing for all students a curriculum which is appropriate to their needs
 - ensuring that the curriculum is taught in such a way that all students regardless of any disability may benefit fully
2. Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services by:
 - ensuring that all the school buildings and grounds are fully accessible to students with mobility, sensory and other disabilities (impairments)
 - providing appropriate educational equipment and physical aids to ensure that the curriculum can be accessed fully by all students
3. Improving the provision of information in a range of formats for disabled students by:
 - providing for students and their parents/carers information about the school and its curriculum in a format that takes account of any disabilities

The school's accessibility plan is resourced, implemented and revised as necessary and amended according to need.

The School Site

Most of the school site is on one level but there are 2 labs and 4 humanities classrooms on a second floor. There are also 12 classrooms on the ground floor which have a single step entrance and so portable ramps are provided. Also, access to some outside areas and internal routes involves steps. With regard to the two labs and four humanities classrooms which are on a second floor, there is alternative lab provision on the ground floor and groups are timetabled outside the Humanities area if they contain students with restricted mobility. A priority has been to target the provision of ramped access to avoid alternative routes having to be found to avoid steps and the raising of corridor floors to give ease of access into classrooms that have a step into them. In the past two years three major developments have given wheelchair access to the Rutland Field, the Sports Link corridor and classrooms on the Rowsley and Maths corridors. As classrooms have been refurbished, colours have been chosen to aid the visually impaired, appropriate lighting has been installed and carpets have been laid to help acoustics. In the languages area, three classrooms have had suspended ceilings put in place to improve acoustics and lighting.

The new Sports Block has a lift to give access to the second floor. There are 6 disabled toilets, one of which has a bed, hoist and closomat toilet. In Food Technology an alternative low level work station has been installed for wheelchair working height. Any new development takes into account the needs of disabled people and the School acts in a responsible and realistic manner in planning for future needs wherever possible.

The Learning Support base and library are accessible to all students before school, at breaks and lunchtimes. Support is available to all with school work and developing confidence with social interactions at this time.

Teaching and Learning

All teachers plan, organise and deliver activities to promote good learning and participation by students in their classes. All staff are provided with a range of data and targets for their groups so that they can plan appropriately. Support for staff in developing strategies for teaching and learning is provided by Curriculum Leaders, the Learning Support Department, the Assistant Headteacher responsible for teaching and learning, the Teaching and Learning Group and appropriate external agencies.

The school is continually developing the curriculum to ensure that it meets the needs of all students. This includes a broad and inclusive curriculum.

2. THE MAIN PRIORITIES IN THE SCHOOL'S PLAN

2A Increasing the extent to which disabled students can participate in the school curriculum

Key priorities within the School Strategic Improvement Plan are curriculum development, learning and teaching, management of behaviour and tracking student progress. The emphasis is to meet the individual needs of all students and make reasonable adjustments where necessary to ensure full engagement.

IMPROVING ACCESS TO THE CURRICULUM				
	Targets	Actions	Resp	Outcomes
SHORT TERM	Testing for individual assessments for exam access arrangements	Respond to requests from staff/parents	Deputy SENCo	Access arrangements completed for each new cohort incorporating use of current Year 9 test

	Targets	Actions	Resp	Outcomes
MEDIUM TERM	Investigate options for additional 14- 16 vocational provision	Audit needs of current Year 9 students who receive additional Learning Support provision. Research Entry Level courses e.g., ASDAN, Buxton College and Chesterfield College. Identify suitable courses and consider staffing and timetabling implications. Consult with parents as part of Year 9 options and Transition reviews. Prepare and resource agreed provision	SENCo	Other suitable course in place
LONG TERM	Further development of individual teaching programmes and interventions directed at targeting literacy skills	Use of screening assessments to identify needs. Organisation of withdrawal groups to target needs. Development of targeted programmes for dyslexia. Dyslexia Friendly Award Toolboxes Cream paper	Deputy SENCo and SENCo	Individual programmes in place for students Dyslexia Friendly Award achieved
MEDIUM TERM	Further development of a range of teaching and learning strategies to engage all students	Feedback from Teaching and Learning (T&L) Group to Curriculum Leaders Meetings Teaching and Learning Community (TLC) focus and feedback at whole school meeting	Curriculum Leaders and T&L Group, SENCo and TLC group	
MEDIUM TERM	Identification of students with a disability likely to join the school over the next 3 years and planning for their transfer to the school	Liaison with feeder primary schools and Local Authority Special Needs staff	SENCo	Student database compiled

	Targets	Actions	Resp	Outcomes
SHORT TERM	Further development of alternative Sports and fitness programmes	Work with School Sports Co-ordinator in planning the events Including Sports Leaders organising targeted events for particular students taking into account	SENCo	Sports event take place throughout the year
SHORT TERM	Further improvement and development of the tracking of students on the SEND register	Systems put in place to monitor data effectively Work sampling used to find further examples of good practice among staff	Deputy Head, Information Services Officer, Specific Heads	Systems in place to monitor progress effectively
MEDIUM TERM	To produce a provision map which audits and clearly shows additional SEND provision	Work with Data Manager and LA SEND Adviser to efficiently gather the data	SENCo / Assistant Head	Audit completed with areas of need identified
MEDIUM TERM	Development of access to the curriculum via use of new technologies	Support for identified students in use of laptops and reader pens. Support for identified students in the development of keyboard skills and voice recognition software	SENCo	Identified students using laptops, reader pens and other VI / PI technology
MEDIUM TERM	Continued development of curriculum for Cluster Group in Key Stage 3	Development of materials for Cluster Group activities	SENCo and other Learning Support staff	Curriculum for Year 7-8
SHORT TERM	Movement of cluster to more suitable environment	Students moved to new environment (Rutland Rooms)	Assistant Head Site Team	The move has been received very positively by students

LONG TERM	Development of schemes of work to meet the needs for the Key Stage 4 curriculum	Rolling programme of development over 2 years to develop and implement new schemes of work for new GCSEs	Curriculum Leaders	Schemes of work in place. Maths and English started
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	Targets	Actions	Resp	Outcomes
LONG TERM	Development of Virtual Learning Environment to support access to learning from outside of the classroom	Links with ICT strategy group	Deputy Head, Information Services Officer and Deputy SENCo	Dep SENCo to attend ICT Strategy Group

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT				
	Targets	Actions	Resp	Outcomes
SHORT TERM	Monitor use of adjustable work stations and chairs	New area in Food Tech with height adjusted worktop and allergy space		All areas of school have suitable equipment
SHORT TERM	Improved directional signage for fire evacuation routes for visually impaired	Identify areas where new signage needed. Seek advice about appropriate signage from the LA Support Service for Visually Impaired and individualised evacuation procedures.	SENCo Specialist Teaching Assistants	new signs and any braille strips in all used areas Evacuation procedures updated
SHORT TERM	Ensure ease of access to all disabled toilets	Identify how access could be improved to the disabled toilet	SENCo Site Development Team Specialist Teaching Assistant	Access improved.
MEDIUM TERM	Improved classroom acoustics and lighting.	Continue to seek advice from the LA Support Service for Visual and Hearing Impaired for students with physical impairment physio	SENCo Site Team Business Manager	As rooms are redecorated appropriate colour schemes and lighting are used and consideration is given to improving the acoustics and environment

LONG TERM	Continue to improve access to classrooms with a step into them	Site Development Committee to consider this	Site Team Business Manager	As needs arise
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	Targets	Actions	Resp	Outcomes
LONG TERM	Continue to improve overall access to the school site	Identify outside paths which need resurfacing. Identify areas within the building where access is restricted Identify areas where lighting needs to be improved	Site Team Business Manager	Priorities for development agreed by the Site Development Committee

IMPROVING ACCESS TO INFORMATION				
	Targets	Actions	Resp	Outcomes
SHORT TERM	Information written for students in Homework Diaries when needed	SENCO to advise staff	SENCo / Teaching Assistants	Students aware of homework requirements
LONG TERM	To be involved in the RNIB research project on 'Independent learning strategies for blind and partially sighted learners and learners with dyslexia'	Liaison with the LA Visual Impairment service	SENCo Deputy SENCo Assistant Headteacher	Feedback from students used to inform future planning to meet their needs
LONG TERM	To maintain and improve access to information for students with a visual impairment	Continue liaison with the LA Visual Impairment Service, students, parents and school staff	SENCo LA Visual Impairment Service	Ongoing needs of visually impaired students are identified and appropriately resourced. Students and parents are fully informed and proactive in maintaining and improving access

	Targets	Actions	Resp	Outcomes
SHORT TERM	Development of school approach to support students with dyslexia Dyslexia Friendly Award	Methods of identifying specific needs established Development of structured programmes of support for students Guidance for staff to enhance support for students within the classroom	SENCo Deputy SENCo Assistant Headteacher	School approach established Inset and evaluation of whole school strategies
MEDIUM TERM	Review of statutory information sent home to parents/carers of students with Statements of EHCP	Discussion of access to information to be part of annual review meetings	SENCo and Deputy SENCo	Feedback informs methods of communication with parents/carers and students
MEDIUM TERM	Continue to use on site facility to modify printed materials for visually impaired students	Seek advice from Visual Impaired (VI) service Use appropriate scanning software and purchase and other useful software Identify users and train Raise staff awareness of facility	SENCo in liaison with VI Service Librarian	The majority of printed material will be modified on site Whole books to be continued to be sourced by the VI Service and Librarian

	Targets	Actions	Resp	Outcomes
MEDIUM TERM	Parents/carers and the wider community will be able to access school information more easily	<p>Continue to use of a 'textphone' service</p> <p>Increase the effectiveness of information communicated via the website</p> <p>Signposting in reception to alternative methods of communication (e.g. large print, sign language)</p>	<p>School Business Officer (Admin) ICT Network Manager/ Information Services Officer</p> <p>HR Officer</p>	<p>Disabled parents will be able to communicate with the school more easily</p> <p>The school will be able to provide information to the wider community more easily</p>

PROMOTING EQUALITY OF OPPORTUNITY FOR DISABLED MEMBERS OF THE SCHOOL COMMUNITY				
	Targets	Actions	Resp	Outcomes
ONGOING	Eliminate discrimination and promote positive attitudes	Development of anti-harassment policy	<p>HR Officer</p> <p>PSHE Coordinator</p>	<p>Staff feel confident that they can work without fear of harassment</p> <p>Awareness of issues facing disabled people is raised</p>

ONGOING	Identify disabled parents/carers and governors to enable participation in future schemes	<p>Additional question to be added to parents evening feedback questionnaire</p> <p>Questionnaire to be issued to governors</p> <p>Signposting to other areas of support (e.g. Parent Partnership)</p>	<p>Deputy Headteacher</p> <p>HR Officer</p> <p>Heads of School</p>	Disabled parents/carers and governors identified and any additional needs met.
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May 2017