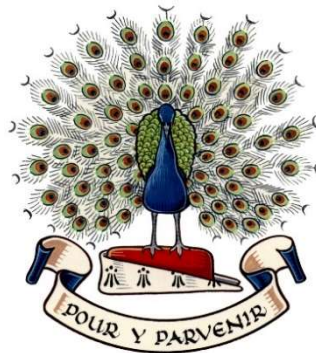


LADY MANNERS SCHOOL

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 considers 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. Lady Manners aims to treat all students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

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.

The purpose of this plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

If there are any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

INTRODUCTION

The Governing Body recognises its responsibility to meet 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 their 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 student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

THE MAIN PRIORITIES IN THE SCHOOL'S PLAN

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES Short (S) Medium (M) and Long-term (L)	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for students with a disability	<ul style="list-style-type: none"> • Our school offers a broad and balanced curriculum for all students • We use resources tailored to the needs of students who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all students, including those with a disability • Targets are set effectively for students with additional needs 	To test for individual examination access arrangements (S)	Respond to requests from staff, students and parents/carers	Deputy SENDCO	End of Year 9 or as requested	Access arrangements in place
		To provide staff with detailed student information to ensure development of appropriate teaching and learning resources (S)	SENDCO to meet with teaching staff for individual students Resources to be developed Good practice shared at department meetings Use of Dyslexia friendly toolboxes	SENDCO Curriculum Leaders	End of the first half term of the academic year, or as appropriate	Appropriate teaching and learning resources are in place in each lesson
		To provide technological support, where required (S)	Laptops and appropriate software to be provided	Deputy SENDCO	End of the first half term of the academic year	Students can successfully access the curriculum

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	<ul style="list-style-type: none"> The curriculum is reviewed to ensure it meets the needs of all students SEND provision is audited and tracked through a provision map 	To develop the Virtual Learning Environment to support access to learning outside of the classroom (S)	Curriculum areas to provide appropriate online learning resources LS to ensure students know how to access the resources	Curriculum Leaders SENDCO	End of the first half term of the academic year	Students can successfully access the curriculum outside of the classroom
		To provide support and guidance with Y9 options (M)	Guidance material produced 1:1 support from the careers/Learning Support department	Careers Leader SENDCO	January of Year 9	Appropriate options pathways selected
		To provide support and guidance with Post 16 and Post 18 options (M)	Guidance material produced 1:1 support from the careers/Learning Support department	Careers leader SENDCO Head of Sixth Form	January of Year 11 and Year 13	Appropriate courses selected
		To identify the needs of students planning to join the school before they arrive (M)	Liaise with feeder primary schools, DCC and other providers Inform staff of additional needs / requirements	SENDCO	Prior to student start date	Appropriate support in place

AIM	CURRENT GOOD PRACTICE	OBJECTIVES Short (S) Medium (M) and Long-term (L)	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		To further develop individual teaching programmes and interventions (L)	Set up intervention with NTP and learning mentors, as appropriate Provide LS subject specialist and developmental intervention, as appropriate	Senior Assistant Headteacher Curriculum Leaders SENDCO	End of the first term in the academic year	Students are supported with their learning through targeted interventions
Improve and maintain access to the physical environment	The environment is adapted to the needs of students as required. This includes: <ul style="list-style-type: none"> • Portable ramps for the 12 classrooms with stepped access • Alternative science laboratories, mathematics and humanities classroom space on ground level • Ramped access for internal and external areas of the school on multi-levels 	To ensure the timetabled rooming is appropriate to the needs of the student (S)	Check accessibility Room appropriately	Deputy Headteacher (Curriculum) Curriculum Leaders SENDCO Data manager	Before the start of the academic year, or as appropriate	Students can access all lessons
		To improve classroom acoustics and lighting (M)	Audit need Seek advice from specialist services, such as the LA support service for visual and hearing impaired students	SENDCO Premises team Business manager	Within a term of the request or as appropriate	Rooms support the learning needs of students

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	<ul style="list-style-type: none"> • The consideration of the choice of colour, carpeting, lighting and acoustics to maximise accessibility during classroom refurbishments • A lift in the Sports Centre to give access to the first floor • Disabled toilets available across the building, including one with a bed, hoist and closomat toilet • A low-level work station at wheelchair height in Food Technology • An accessible Learning Support base, including a Quiet Room 	To improve overall access to the school site (L)	Identify routes that need resurfacing Identify areas of the school where access is restricted Identify areas where outside cover could be improved	Premises Team Business Manager	As appropriate (funding determined)	Improved accessibility onsite

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Improve the delivery of information to students with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Cream paper 	To ensure homework is clearly communicated with students and parents/carers (S)	Teachers to ensure ClassCharts is used effectively for setting of homework LS to monitor parental engagement with ClassCharts	Teaching staff SENDCO	As appropriate	Students are easily able to access homework
		To ensure students requiring different coloured paper resources are catered for in lessons and in assessments (S)	Deputy SENDCO to inform staff of student need Teaching staff to use appropriate coloured paper Cream paper is used as the default in school (dyslexic friendly)	Deputy SENDCO Teaching staff	As appropriate	Student access needs are met
		To improve internal signage (M)	Identify signage requirements	Premises team Business manager	As appropriate (funding determined)	Improved signage
		To ensure communication is accessible to parents/carers (L)	Use recommended fonts in online and paper communication	Admin staff	As appropriate	Improved communication

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		To maintain and improve access to information for students with a visual impairment (L)	Liaise with the LA Visual impairment service, students, staff and parents/carers	SENDCO	As appropriate	Improved accessibility to information

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.

It will be approved by Curriculum and Students Committee.

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