

The Levett School



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Accessibility Plan

<i>Policy agreed by Governors on:</i>	3 rd May 2022
<i>Review date for Governors:</i>	3 rd May 2022
<i>Allocated Group/Person to Review:</i>	Claire Whitehead
<i>Agreed frequency of Review, by allocated person:</i>	Every Year
<i>Last Review date:</i>	8 th March 2022

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Doncaster
Council

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Aims of the Accessibility Plan

This plan outlines how Levett School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan will be reviewed to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

Levett School will audit Accessibility, covering the following areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, school will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Target 1: To ensure access to the curriculum

Objective	Strategy	Outcome	Timescale	Review
<p>To ensure that all children have access to the physical aids which they need to access their learning.</p>	<p>Use of education health care plans and SEN Plans to highlight physical aids, e.g. overlays, ICT equipment which the child requires to access their learning.</p> <p>Liaison with relevant professionals to ensure this information remains up to date.</p>	<p>All children in the school receive the physical aids which they require.</p> <p>Barriers to learning are minimised for every child in this respect.</p>	<p>On-going</p>	
<p>To ensure that children are regularly and appropriately assessed and that the information obtained from this informs planning. (Use of the 3 I's)</p>	<p>The assessment policy highlights the assessments which Robson House uses on a regular basis to build a holistic picture of each child here.</p> <p>Lesson planning draws upon the information gathered through the assessment process, by allowing adjustments to be made to content and delivery methods)</p> <p>Entry levels are used where appropriate to assess the progress of children for whom GCSE levels are inappropriate</p>	<p>Planning is highly personalised to meet the individual needs of children which maximises their ability to access the curriculum.</p>	<p>Assessment Policy reviewed every year.</p> <p>On-going use of assessments and flight paths to evidence progress gap closing</p>	

Target 1: To ensure access to the curriculum

To ensure that all work is effectively differentiated to meet the needs of individual children.

Teaching and Learning policy addresses the level of differentiation expected to reflect the diverse needs of our children.

Staff receive regular training updates on differentiation and trauma informed approaches to learning.

Plans are regularly monitored by subject leaders and through the performance management process to ensure that all learning styles are catered for and that differentiation consistently increases the extent to which all children can participate in the curriculum.

Lesson planning takes into account the advice of other professionals.

SEN Plans contain detailed information which is regularly updated and should be used to inform planning.

All lessons at Robson House are differentiated to meet the needs of each individual child.

On-going Teaching and Learning Policy reviewed every year.

Target 1: To ensure access to the curriculum

To ensure that the range of skills and experience of staff is diverse and up to date, so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties

Current skills, training and experience are regularly audited by individual staff and by SLT.

Performance management meetings set challenging targets for individual staff to upskill in identified areas, as well as a whole school developmental target.

Training to address areas for whole school development is sought in response to skills audit or in anticipation of working with a child with relevant needs.

INSET training time to make use of a range of different specialists to ensure skills are kept up to date and relevant.

Staff are confident at identifying individual children's needs and planning to meet these.

Children benefit from a highly individualised education which targets their needs and ensures that they have full access to the curriculum.

On-going

<p>To ensure that all staff are confident working with all the children in the school regardless of their needs.</p>	<p>Staff are given the opportunity to feed back on a daily basis which highlights any potential areas for development.</p> <p>Staff are encouraged to reflect on their own skills base through the performance management process and plan to address any areas for development.</p> <p>In house support, advice and training is available for staff to develop their own skills and subsequent confidence levels.</p> <p>External training made available to staff, when required.</p> <p>Staff are expected to work across both sites and key stages (2 and 3); this produces a staff with increased skill set and curriculum knowledge, which in turn allows for the “through school” curriculum to be applied resulting in maximum access for pupils</p>	<p>Children benefit from highly skilled staff who are consistently able to address their needs and enable them to access the curriculum.</p> <p>Staff are highly skilled in de-escalation techniques and trauma informed strategies.</p>	<p>On-going Performance Management Reviews at least twice a year.</p>	
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Target 1: To ensure access to the curriculum

To ensure the needs of individual children continue to be met during off site activities.

Appropriate off-site activities, offering cultural capital opportunities are carefully planned, taking into account the needs of individual children involved.

Individual risk assessments and SEN plans ensure that additional support provided for individual children with identified needs in order that they can access off-site learning opportunities.

All children will be able to benefit from the full range of learning opportunities regardless of their location.

As necessary

<p>To ensure that all staff have a good awareness and understanding of all the children at Levett school and work together to meet their needs.</p>	<p>Daily briefings ensure that lines of communication are clear and open and as such all staff are aware of the general needs of individual pupils.</p> <p>Close links are established with external professionals working with the child to ensure their advice on supporting the child remains relevant.</p> <p>A SENCO is available in school every day to support and guide staff when dealing with pupils with additional needs.</p>	<p>The full needs of individual children are ascertained and then reviewed on a regular basis giving all professionals a clear and holistic picture of the child they are working with.</p> <p>Children are more likely to have these needs met as a result.</p>	<p>Daily briefings</p> <p>Termly IFF meetings</p> <p>Termly tea reviews, 3 times a year to review EHCPs, SEN plans etc, in conjunction with parents, mainstream school and other professionals</p> <p>Liaison with external professionals and agencies where necessary</p>	
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Target 2: To ensure physical access to the school

Objective	Strategy	Outcome	Timescale	Outcomes to Date
<p>To ensure that all children have access to the physical aids which they need to access their learning environment.</p>	<p>Use of health care plans and Integrated Plans to highlight physical aids, e.g. yoga balls, wobble stools and equipment which the child requires to access the environment.</p> <p>Liaison with relevant professionals to ensure this information remains up to date.</p>	<p>All children in the school receive the physical aids which they require.</p>	<p>Ongoing</p>	
<p>To ensure that all children have their medical needs met.</p>	<p>A policy is in place for children who require prescribed medication throughout the school day.</p>	<p>All children receive the prescribed medication which they require.</p>	<p>Ongoing in response to individual needs of child.</p> <p>Health and Safety Policy reviewed annually.</p>	

Target 2: To ensure physical access to the school

<p>To ensure that all people (including children) using our building can access all necessary areas.</p>	<p>Resources are well organised and maintained in order that all classrooms and thoroughfares are free of clutter enabling access for all.</p> <ul style="list-style-type: none"> • Areas designated to particular staff members who ensure these areas are kept tidy. • Development of system of organising resources - medium term. <p>Flexibility in location of classes/resources/equipment in order to meet the needs of individual pupils.</p> <p>Awareness of possible future needs when planning location of learning resources/areas.</p>	<p>All necessary areas can be accessed by staff, children and visitors to the school.</p>	<p>Informal checks to be made at least once a week by site manager, caretaker and business manger.</p> <p>As and when necessary</p>	
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<p>To ensure that Levett school is accessible by all persons needing to use it.</p>	<p>Levett school currently has:</p> <ul style="list-style-type: none"> • Accessible to all toilets • Disabled entrance to building via ramps • Both sites are single storey, ground floor buildings 	<p>The school building is fully accessible to all, including those with disabilities.</p>	<p>Ongoing maintenance of building, by site manager, caretaker and business manager.</p>	
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NB: Where access is not immediately possible for individual applicants for places/jobs or other visitors despite the above measures, we will enter into discussion with appropriate LA representatives to devise and make reasonable adjustments to facilitate that access.

Target 3: To ensure access to written information in the school

Objective	Strategy	Outcome	Timescale	Outcomes to Date
<p>To ensure that information which is produced by Levett school is accessible.</p>	<p>Adjustments such as enlarging text/pictures or changing seating arrangements made where appropriate for individual children or groups.</p> <p>Similar adjustments made to information designed for staff, parents and/or the general public.</p> <p>Use of pictorial information and visual timetables in classrooms to support information sharing.</p> <p>Use of pictorial/visual cueing across the school to support information sharing.</p> <p>Provision of coloured overlays, in a wide variety of colours</p> <p>Staff training on dyslexia friendly approaches</p>	<p>Information disseminated by Levett school, (including that within the classroom) is suitable and able to be used by its intended audience.</p>	<p>Ongoing and in response to individual needs of children, staff, parents or members of the general public.</p>	

Target 3: To ensure access to written information in the school

<p>To ensure awareness of staff of the importance of good communication systems</p>	<p>Advice and training to be sought and provided as required. Previous staff training on picture communication systems and Makaton</p>	<p>Staff have a good awareness of available and effective communication systems and are able to use these to meet the individual needs of our pupils.</p>	<p>On-going</p>	
<p>To ensure relevant staff are aware of possible disabilities of children and future employees</p>	<p>Inclusion of initial information from Inclusion panel relating to information about any possible disabilities. Appropriate information sharing with future provisions about any possible disabilities</p>	<p>Staff have a good understanding of the needs of individual children or staff members and can respond to this more sensitively and effectively by planning in advance to meet these needs.</p>	<p>On-going</p>	
<p>Alternative ways of providing information (e.g. audio versions for people with visual impairments) as required</p>	<p>Advice sought from relevant specialists as required. Assessment of pupils for exam access arrangements to be introduced.</p>	<p>Relevant school information can be provided in different formats and is therefore accessible to all those wishing to use it.</p>	<p>On-going process</p>	

Target 3: To ensure access to written information in the school

Ensure all signage around the school is clear and able to be used by all staff, children and visitors to our school.	Plan to ensure all signs are suitable for all those using our school.	All signage at Levett is informative, attractive and accessible to all those wishing to use it.	Monitor and maintain signage	
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NB: Where access to written information is not immediately possible despite the above measures, we will enter into discussion with appropriate LA representatives to devise and make reasonable adjustments or to put in place training programmes which will facilitate that access.

How will this policy be monitored and evaluated?

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the Management Committee.