



Accessibility Plan

Date Policy Drafted: June 2016

Date of Amendment Review: June 2019

Member of staff Reviewing Policy: Principal

Approved by Governing Body: Governing Body Meeting 30th June 2016

Introduction

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

1. Not to treat disabled pupils less favourably for a reason related to their disability
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
3. To plan to increase access to education for disabled pupils.

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

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resources, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of priorities showing how the school will address the priorities identified in the plan.

This plan is made available on the school's website and is also available in large print or other accessible format if required.

The purpose and direction of the school's plan: vision and values

We are committed to meeting the personal aspirations of our pupils and their families. Our aim is to help pupils to develop meaningful skills for life in a safe and caring environment where they will get the most out of learning and grow in confidence.

Every day we will put excellence at the heart of everything we do to ensure the best for our pupils.

Our key aims and objectives for our pupils are:

- To provide a setting to meet the educational, social and personal needs of ASC children in Leeds and the surrounding area
- To develop high quality learning and teaching with emphasis on supporting each child through a planned transition to further education, training or jobs
- To develop enhanced life and independent living skills
- To work with parents and carers to provide them with necessary skills to extend and enhance their child's learning

Information from the pupil data and school audit

Lighthouse School opened in September 2012 in temporary accommodation at Leeds City Academy. The school moved to its permanent site August 2015 and opened to all students in September 2015.

It is a smaller than average specialist free school – secondary for students with a diagnosis of Autistic Spectrum Condition (ASC) where students also have a speech and communication needs associated with their primary need of ASC. The school serves Leeds as the only specialist provision for ASC across the Local Authority. It also attracts students from neighbouring Local Authorities such as Bradford and North Yorkshire with interest of places for students from Kirklees; Calderdale; Barnsley; Doncaster; York and the East Riding of Yorkshire.

We are commissioned for 50 places from September 2016. The proportion of students eligible for Free School Meals (FSM) is around the national average with 19.5% classified as free school meals students and 39% of the whole school population are Pupil Premium KS3, KS4 & KS5. All students have an Educational Statement/Education Health & Care Plan (EHCP) where their primary need is ASC.

All students started secondary education below their mainstream peers as regards attainment at key stage 2. Most students arrived with key stage 2 data showing they were operating at level 2 in English & Mathematics. A small proportion were operating at level 3 and a slightly smaller number came in on P scales and level 1. All students had below expected levels of expressive and receptive language during primary education resulting in a whole school approach to speech and communication that is regularly assessed by our Speech & Language therapy team.

The Local Authority have made a request for additional places to be made available due to the response of parents/carers wishing to name the school.

Views of those consulted during the development of the plan

- Site Manager and Health and Safety Team
- Senior Leadership Team
- Wellbeing provision
- SaLT provision
- All staff

The Main Priorities of the school's plan

a) Increasing the extent to which disabled pupils can participate in the school curriculum

- Staff receive training in making the curriculum accessible to all students and are aware of its importance. A bespoke internal CPD programme is available to support staff which is evidence based.
- The school access relevant external training and conferences by local providers and share practice at Network meetings. The school continues to seek relevant specialist agency support including:

Educational Psychologist
Occupational Therapist
Physiotherapist
Health and safety Team
Visual and Hearing impairment Sensory Team
SENIT for specialist student and teaching support
Health professionals from the NHS Trusts
Liaison with needs specific Speech & Language Therapist

b) Improving the Physical Environment of the school

In line with the Lighthouse School Design Development Brief 26.6.14, the school building has been renovated to comply with the following statutory regulations:

- Education (school Premises) Regulations 1999
- DfES Building Bulletins BB91 “Access for Disabled People to school Buildings – Management and Design Guide”;
- BB94 “Inclusive school Design - Accommodating Pupils With Special Educational Needs and Disabilities in Mainstream schools”;
- BS 8300:2001 “Design of buildings and their approaches to meet the needs of disabled people – Code of practice”;
- BS 5588-8:1999 “Fire precautions in the design, construction and use of buildings – Part 8 Code of practice for means of escape for disabled people”; and
- The published findings of “Project Rainbow” by the University of Reading on Colour and Contrast for the visually impaired.

c) Improving the delivery to disabled pupils of information that is provided in writing for those pupils who are not disabled.

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Making it Happen

Management, coordination and implementation

- It is the responsibility of the Senior Leadership Team and the Governors to see that the areas identified in the plan are addressed
- The plan will be evaluated every three years
- The plan is linked to the following school policies:
 - Health & Safety
 - Behaviour Policy
 - Equality and Diversity
 - Admissions
 - SEN

Getting hold of the school’s plan

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