



# **Accessibility Plan**

**Date Policy Drafted: December 2019**

**Date of Amendment Review: December 2022**

**Member of staff Reviewing Policy: Assistant Principal**

**Approved by Governing Body: January 2021**

## **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.

## **Aims**

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.

We are commissioned for 80 places from September 2019. The proportion of students eligible for Free School Meals (FSM) is around the national average with 26% classified as free school meals students and 35% 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. Their attainment levels vary from age appropriate to P levels in our functional provision, which makes up no more than 20% of our intake.

All students have pragmatic expressive and receptive language difficulties related to their ASC diagnosis. This results in a whole school approach to speech and communication that is regularly assessed by our Speech & Language therapy team

### **Views of those consulted during the development of the plan**

- Senior Leadership Team
- Health & Safety team
- 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

### **Action plan**

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

<b>Aim</b>	<b>Current Good Practice</b>	<b>Objectives</b>	<b>Actions to be taken</b>	<b>Person Responsible</b>	<b>Date to complete actions by</b>	<b>Success Criteria</b>
<b>Increase access to the curriculum for pupils with a disability</b>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils,</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>The curriculum includes our 4 cornerstones;</p> <p>Academic subjects</p> <p>Wellbeing</p> <p>SaLT</p> <p>Skills and experience</p>	<p>All students with disability will be able to fully access our curriculum.</p> <p>Progress scores for students with disability will be akin to those without.</p> <p>Students with disability have a higher engagement with their learning as a result of the access arrangements put in place</p>	<p>Annual access arrangements CPD</p> <p>CPD delivered to all subject leaders on Differentiation</p> <p>Data analysis of student progress with action plans put in place to support those not making expected progress</p> <p>Conference feedback so students are more aware of their own learning targets</p> <p>Regular reviewing of the curriculum to ensure matches the needs of pupils</p> <p>Annual transition of information around new students</p> <p>Sharing of resources and best practice to support individual student's needs</p>	<p>Subject leaders for each Curriculum Subject</p> <p>Daniel Sitkin</p>	<p>HT3 each year</p>	<ul style="list-style-type: none"> <li>- Enlarged version of worksheets created for students with VI</li> <li>- OpenDyslexia font used, when possible, for students with dyslexia</li> <li>- Green paper and overlays used, when possible, for students with dyslexia</li> <li>- The vast majority of learning activities are planned so that they are inclusive for young people with disabilities</li> <li>- Access arrangements updated regularly and utilised effectively for exams</li> <li>- Laptops available for students with VI or fine motor skills difficulties</li> <li>- Any other bespoke access arrangements required for students to fully access learning</li> </ul>
<b>Improve and maintain</b>	<p>The environment is adapted to the</p>					

<b>access to the physical environment</b>	needs of pupils as required. This includes: Lifts	Access to first and second floors for staff and students	Service Level agreement in place for maintenance Annual Servicing	Site Manager ELT	Ongoing	Students and staff can access upper floors of the school
	Corridor width	The corridor width complies with statutory requirements to allow access to all parts of the building	Current building is compliant  Any new extension needs to adhere to the regulations	ELT	Ongoing	The existing building complies with the SEN & Disability Act 2001 for corridor width  Any new building complies with the SEN & Disability Act 2001 for corridor width
	Disabled parking bays	Disabled parking bays are marked and clear for staff and visitors	Annual check and repainting as required	Site Manager	Ongoing	Disabled bays are marked and clear
	Disabled toilets and changing facilities	Disabled toilets are available for staff, students and visitors, Disabled toilets are alarmed	Alarms are serviced annually	Site Manager ELT	Ongoing	Disabled toilets are available for staff, students and visitors, Disabled toilets are alarmed
	Accessible height Seating					
<b>Improve the delivery of information to pupils with a disability</b>	Our school uses a range of communication methods to ensure information is accessible. This includes: Internal signage	Internal signage supports movement around the school building	Review of signage in place and amend if necessary	Operations Team	Ongoing	Internal signage facilitates movement around the building
	Large print resources	Large print resources and available for students Large print resources are available for	None required	Curriculum staff Administration staff	Ongoing	Large print resources available as required

	Visual timetables	parents on request  Students are able to access their timetables	None required	Administration staff	Ongoing	Visual timetables are available to students
	Information accessible for parents and stakeholders	Promote parent engagement events to allow information to be shared  Promote use of social media  Investigate parent app	Launch of Beacon – parent voice  News posted on Facebook and school website  Review Scholarpack parent app	Operations team Administration staff	Ongoing	Information is shared with parents regularly and effectively, via a number of different methods

### Getting hold of the school's plan

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