



Three Year Accessibility Plan

March 2015 – March 2018

Last Reviewed: January 2017

Policy Owner: Head of Learning Support

Definitions

In accordance with Schedule 10 of the Equality Act 2010, the school is required to have a 3 year accessibility plan which addresses:

- How we plan to increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum;
- How we can improve the provision of information to disabled pupils (which is already in writing for pupils who are not disabled); and
- How we can improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services of the school.

The Equality Act 2010 defines **disability** as: '*A physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities*'.

Disability and Special Educational Needs

This has some overlap with the definition of 'special educational needs' in the Education Act 1996 (which includes pupils with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age) but not all pupils are disabled by their SEN and vice versa. Where 'disabled' pupils are referenced in this document it should be taken to include all pupils with SEN.

Associated documents

- Health and safety policy
- SEND Policy
- English as an Additional Language Policy
- Gifted and Talented Policy

Roles and responsibilities

The Governors and Trustees of Lyndhurst School have a responsibility to:

- S10 3(1)&(4)** • prepare a written accessibility plan,
- S10 3(5)** • keep the accessibility plan under review during the period to which it relates and, if necessary, revise it,



- S10 3(6) • implement the accessibility plan,
- S10 4(1) • have regard to the need to allocate adequate resources for implementing the plan.

Legislation

The Disability Act 1995, extended by the Special Educational Needs and Disability Act 2001, makes it unlawful to discriminate against disabled pupils, applicants or potential pupils.

Lyndhurst School acknowledges its duty towards pupils, staff, parents, governors and members of the wider community who have a disability.

Lyndhurst school recognises that it must:

- not treat disabled pupils less favourably;
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education.

Although the duty to make 'reasonable adjustments' does not include a duty to change physical features, it does include a duty to provide auxillary aids and services: 'where a disabled person would, but for the provision of the auxillary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, [a duty] to take such steps as it is reasonable to have to take to provide the auxillary aid'. There are no generic answers as to what is a reasonable adjustment. The duty is always child specific and context specific.



The Plan

Increasing access for disabled pupils to the school curriculum

Actions achieved since the last three year plan

Action	Responsibility	Success Criteria	Resources	Cost*	Achieved
Dedicated remedial maths catch-up programme	Head of Maths / SenCo	Programme has been purchased	Financial	Medium	✓
Dedicated EAL programme	SenCo	Programme has been purchased	Financial	Medium	✓
Investment in specialist equipment e.g. flash cards, coloured overlays, books and multi-sensory resources.	SenCo	These resources are deployed for children who have a need for them.	Financial	Low	✓
Set dedicated budget to allow purchasing when necessary	SMT	Budget has been allocated.	n/a	n/a	✓
Dedicated standing area for ADHD pupils	SenCo	Area in place	Financial	Low	✓
Interactive smart board installed in Learning Support Room	IT Support / SMT	Equipment installed	Financial Staff time	High	✓
Dyslexia Screening test	SenCo	Test purchased and used by Learning Support Dept.	Financial Staff time	Low	✓
Upper School LSA membership of the Association of Learning Support Assistants and receiving training and CPD.	SenCo	Purchased.	Financial	Low	✓
Setting in Upper School Core subject to allow a differentiated pace of learning.	Deputy Head	Setting in place.	Employment of additional teaching staff	Major	✓



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Ongoing Actions

Action	Responsibility	Timescale for review	Success Criteria	Resources	Cost *
Assessment of new pupils for learning difficulties	SenCo	Annual	Children are assessed and their needs are being met.	Staff time	Medium
Provision of appropriate additional support: <ul style="list-style-type: none"> teachers provide differentiated support in the classroom one to one or small group lessons are provided by the learning support team outside specialist staff to support individual needs (ABA) plus key worker Increased in-class learning support assistance for Upper School Pupils 	SenCo/ Teaching staff	Termly review of pupils at staff meeting and as needed in response to concerns raised.	Children's needs are being met and they are able to make progress (academically and in their personal development) against their ILP/targets.	Staff time Employment of additional support staff	High
Dedicated remedial maths catch-up programme	SenCo/Teaching staff	Use ongoing	Children using the programme are able to access the mainstream maths curriculum successfully.	Staff time (small group or 1-to-1)	Medium
Dedicated EAL programme	SenCo/Teaching staff	Used as needed	EAL children develop language to access mainstream curriculum within six months of starting the programme.	Staff time (small group or 1-to-1)	Medium



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Action	Responsibility	Timescale for review	Success Criteria	Resources	Cost *
Investment in specialist equipment flash cards, coloured overlays, books and multi-sensory resources.	SenCo	As need arises	Children are able to access the mainstream curriculum more successfully	Financial	Low
Upper School LSA membership of the Association of Learning Support Assistants and receiving training and CPD.	LSA/SenCo	Annual	On review the membership has developed the skill level of LSA.	Staff time	Medium
Classrooms are optimized for children with SEND e.g. chair heights/ physical support.	SenCo with SMT	Annual	The needs of children with SEND have been addressed.	Financial Staff time	Medium - High
Setting in Upper School Core subject allows a differentiated pace of learning.	Deputy Head/SMT	Annual	Children in sets make progress against their targets/ILP.	Employment of additional teaching staff	Major
Small class sizes (<20) allow more teacher focus for children who require it.	SMT	Annual	Children make more progress (academic and personal development) than they would in a larger class.	Financial (reduced staff/pupil ratios)	Major

Items for development

Action	Responsibility	Timescale	Success Criteria	Resources	Cost *
Use of tablets in the classroom setting	SMT	April 2017 (purchase) September 2017 (in successful used)	1. Tablets purchased 2. Tablets used in classroom to enhance the progress of SEND children.	1. Financial (purchase of equipment) 2. Review of wireless system 3. Training	Major



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Action	Responsibility	Timescale	Success Criteria	Resources	Cost *
Development a wider range of teaching styles to enhance access to the curriculum	SenCo/SLT	Autumn Term 2017	Staff are using a wider range of styles and there is a noticeable improvement in progress of SEND learners.	Staff time Training	Medium
Develop wider use of mind-mapping as a tool for learning	SenCo/SLT	End of Spring Term 2017 (see SEND review)	Staff are confident in the use and benefits of mind-mapping Children are using mind-mapping to enhance their learning.	Staff time Training	Medium

Improving access to the physical environment of the school

Actions since the last three year plan

Action	Responsibility	Success Criteria	Resources	Cost*	Achieved
All current pupils to be able to access all parts of the school which other pupils access.	SMT	All children currently on role can access all parts of the school	n/a	n/a	✓
Routes are signed and pathways are safe	SMT	All routes and pathways are safe	Financial/staff time	Medium	✓
Emergency procedures are accessible to all pupils	SMT	Emergency procedures are accessible to all pupils	Staff time	Low	✓
Clear signage takes into account the needs of all pupils	SMT	Clear signage in place	Financial	Low	✓



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Ongoing Actions

Action	Responsibility	Timescale for review	Success Criteria	Resources	Cost *
Monitor to ensure that all current pupils continue to be able to access all parts of the school	SenCo/SMT				
Acquisition or fabrication of items such as chairs with arms, writing slopes, footstools, rulers with special grips, spring loaded scissors etc. to support children with poor motor skills	SenCo/ Teaching staff	As a need is identified. Annual review of SEND/this plan.	Items are in use within a maximum of 4 weeks of the need being identified.	Financial Staff time	Low - Medium
Continuing to monitor and develop the schools resources to support children with fine-motor skills, through the acquisition or fabrication of items such as writing slopes, footstools, rulers with special grips, spring loaded scissors etc.	SenCo / Teaching staff	As a need is identified. Annual review of SEND/this plan.	Items are in use within a maximum of 4 weeks of the need being identified.	Financial Staff time	Low - Medium
Continuing to monitor and develop the school's resources to support children with a diagnosis of hyper-activity e.g. sensory cushions, 'fiddle & chew' items.	SenCo / Teaching staff	As a need is identified. Annual review of SEND/this plan.	Items are in use within a maximum of 4 weeks of the need being identified.	Financial Staff time	Low - Medium



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Items for development

Action	Responsibility	Timescale	Success Criteria	Resources	Cost *
Resurfacing of the path to the classroom behind the hall, to allow for wheelchair access; this is currently a gravel path	SMT	By September 2021 (5 years)	Path has been resurfaced.	Financial	High

Improving the delivery of written information to disabled pupils

Ongoing Actions

Action	Responsibility	Timescale for review	Success Criteria	Resources	Cost *
Use of visual timetable in preparation for the day for children who have difficulty accessing a written timetable	Class Teacher	Annually	A visual timetable is in place.	Staff time	Low
Use of coloured paper (e.g. yellow) to enhance writing for dyslexic pupils	Teaching staff	Termly at SEND meeting.	Coloured paper is being used for identified pupils.	Supplies	Low
Purchase of dyslexic friendly reading books	SenCo	Annually	A wider range of dyslexic friendly books are in school.	Financial	Medium



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Items for development

Action	Responsibility	Timescale	Success Criteria	Resources	Cost *
Invest in mind-mapping software and implement staff training session on mind-mapping skills. For planning, organising, revising, teaching, critical thinking, analysing information and integrating new knowledge.	SenCo	Spring Term 2017	<ol style="list-style-type: none">1. Software has been purchased2. Staff are confident in the use and benefits of mind-mapping3. Children are using mind-mapping to enhance their learning.	Financial Staff time	Medium