



Accessibility Plan – March 2019 – Aug 2022

Ethos and aims

Leighton Park School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils and visitors are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to disabled pupils and visitors of information which is readily accessible to those who are not disabled.

How the plan is constructed

The priorities for the Accessibility Plan were identified by:

- Senior Leadership Team
- Estates and Facilities Committee
- Health and Safety Advisor
- Estates Manager
- SENCO

They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Budget
- Education
- Extra-curricular activities
- Governing body representation
- Holiday activities and lettings
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School has also conducted an external audit of its estate for pupils and visitors with special educational needs and/or disabilities to assist in planning. The results of our work have informed our school accessibility plan for 2019-2022. The plan and targets have been included on the school's website.

Useful information is available in the following publications:

- Reasonable Adjustments for Disabled Pupils 2015 (ECHR)
- Ensuring a Good Education for Children who Cannot Attend School 2013 (DfE)
- Supporting Pupils at School with Medical Conditions 2014 (DfE)
- Mental Health and Behaviour in School 2015 (DfE)

How the plan is reviewed and monitored

There is a formal review of the implementation of the plan at the Spring meeting of the Estates and Facilities Committee.. The full Board reviews progress at its June meeting. Senior leadership provides a full report at the Board meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

The plan should be read in conjunction with the School's Admissions Policy and Special Educational Needs (SEND) Policy.

Improving access to the physical environment

	Targets	Action and resource needed	Timescale	Responsibility	Status
Short Term (By Aug 2020)	Mark accessible parking spaces at strategic points across the campus	Once MMC is complete, draw up plans	By August 2019	Estates	Completed
	Review assistance alarms in accessible WCs. Some are mis-fitted to room side of WC so more likely to cause false alarms	Undertake audit and implement remedial actions	By May 2019	Estates	Completed
Medium Term	Consider a more accessible route to Oakview	Review with Head of Boarding and establish best route	By SummerTerm 2021	Estates/Head of Boarding	

(Sept 2020 – Aug 2022)	Install handrail to Reckitt House steep flight of steps	Consider as part of Sports Hall work	By Autumn Term 2020	Estates	Completed - extended side handrails
	Adapt existing large accessible WC at Annexe 3 to full adult changing area	Subject to cost	By Autumn Term 2020	Estates	On hold – toilet needed for student use during Pandemic
	Tactile paving required to top of curved steps near to Annex 1	Obtain quotes	By Spring Term 2021	Estates	
	Provide evac chairs for landing on upper floors – esp those that are hired out	Identify locations and design - likely to be Old School, David Linday, boarding houses	By August 2020	Health and Safety Advisor	Completed for MMC as significant external (public) use
	Consider adding automatic powered openers to some key entrance (esp Oakview)	Obtain cost estimate	By Autumn Term 2020	Estates	Quotes received. About £20k. Cost prohibitive. Re-consider should need arise.
	Provide dropped kerbs to all accessible parking spaces	See above	Autumn Term 2020	Estates	Completed
	Put in place key signage to assist independent way-	Await logo review	Spring Term 2021	Estates	

	finding to key buildings often used by visitors				
Long Term (Sept 2022-)	Investigate the use of portable induction loops library, Individual Learning Centre (ILC) and Main Hall	Conduct a survey to identify needs. Obtain estimates and conduct feasibility survey	By December 2022	Health and Safety Committee	Induction loops installed in Cadbury Room and Main Hall. ILC to be installed if required.

Improving access to the curriculum

A range of support mechanisms and resources are in place at the school and include:

- support through the school's counselling service
- In-class support in core subjects via teaching assistants
- Small group or individual sessions focusing on core skills
- Pastoral mentoring
- Access to specialist teaching support
- Access to specialist material such as audio-books and specialist materials (eg for dyslexia) and specialist equipment (eg laptops)
- Adjustments to exam procedures where required
- Library is responsive to the additional needs of some pupils
- Library works closely with ILC staff
- ICT are able to acquire appropriate software as 'reasonable adjustment'
- Staff induction and training Access to courses for staff in specific areas of SEN

	Targets	Action and resource needed	Timescale	Responsibility	Status
--	----------------	-----------------------------------	------------------	-----------------------	---------------

Short Term	Effective inclusion for all students through high quality teaching	Teaching based on clear objectives, returned to at end of lesson (explain new vocab, lively interactive teaching styles, visual & kinaesthetic as well as auditory/verbal learning Appropriately differentiate work based on individual needs Strategies for all staff to access through Teacherworks	By August 2020	SENDCO/KG-L	Ongoing – new Differentiation Policy drafted
	Improve the CPD on offer to ILC professionals and teachers	Regular training and Inset on teaching and learning including specific SEND training	August 2020	SENDCO/KG-L	Complete – training delivered
Medium term	Increasing the impact of ILC specialist support on curriculum access and student performance	Targeted, small-group intervention for students who can be expected to catch up with peers	August 2021	SENDCO/KG-L	

Improving access to information

A range of mechanisms are in place:

- Staff responsible for Open Days ensure that provision is made to meet the needs of all parents and children
- Open Days provide opportunity to discuss a child's access needs
- Induction procedures are sensitive to needs of those who may need accessible resources
- Provision of learning and other material in alternative formats is provided where required
- Intranet resources such as Schoolbase identify all staff who teach disabled children in the cohort
- Our MIS specifically references prevalent issues with the student cohort. Updating is possible as required
- Support strategy sheets are issued to teachers who will teach those with special learning needs.
- Relevant staff training from time to time

	Targets	Action and resource needed	Timescale	Responsibility	Status
Short Term	Review school leaflets, site plans etc	Include accessibility details, location of accessible WCs, chevrons system for gradient	By Autumn Term 2020	Marketing and Admissions	
	Improve information to parents of students with SEN	Detailed information on ILC lessons – frequency, length, etc	By Autumn Term 2020	SEND/CO/KG-L	Completed – ILC parents contacted at least twice a term and opportunity to discuss progress

		Information on ILC professional and how to contact			outside of parent meetings
Medium Term	Improve information to parents of students with SEN	Briefings for parents on how to help children at home	By Autumn Term 2021	SEND/CO/KG-L	

Author: Keith Eldridge, Bursar
 Reviewer: Eme Dean-Lewis, Governor / Estates & Facilities Committee
 Sign off: Matthew Judd, Head
 Date of last review: February 2020
 Date of next review: February 2021
 Publication: Z:\Current Policies\Accessibility Plan
 V:\School Policies\Accessibility Plan
<http://www.leightonpark.com/About/Policies>