



PATRON
HM THE QUEEN



ACCESSIBILITY PLAN

Approved by: Ian Peters

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

[LVS Oxford](#) is committed to promoting the wellbeing and safety of all members of our community. We want to make sure all our pupils and staff are safe in school, at home, online and in the community. We strive to ensure that consistent and effective practices are in place to support families, pupils and staff at our school. [Our staff](#) have an important role, working together with parents, carers, the Local Authority and other professionals, to ensure and promote safety and [well-being](#) across the school community. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan, including Oxfordshire county council and other local authorities connected to the school community. LVS Oxford is part of the Licensed trade charity and works closely with all schools across the partnership to ensure best practice in accessibility for all our staff and pupils.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial.' The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DEADLINE
Increase access to the curriculum for pupils with a disability	We ensure that all teachers and teaching assistants have the necessary training to teach and support learners with a diagnosis on the autism spectrum (ASD)?	Ensure all permanent teaching staff have completed Autism awareness training as part of their induction	Principal/ Human Resources	Ongoing - Educare autism awareness completed within the first month of employment. Open university course completed by end of 2 nd term in post.
	Our classrooms organised to meet the needs of learners with ASD	Review and evaluate the organization of classes based on pupil profiles and risk assessments	Class teachers	Termly
	We monitor teaching and support plans to ensure: <ul style="list-style-type: none"> • all lessons provide opportunities for all learners to achieve • lessons are responsive to learner diversity • Lessons involve work to be done by individuals, pairs, groups and the whole class • learners are encouraged to take part in physical activities • staff provide alternative ways for learners with motor co- ordination challenges to engage in some form of physical education • there are high expectations of all learners • staff seek to remove all barriers to learning and participation • 	Accessibility focus to lesson observations to be included in observation template	Principal	April 8

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DEADLINE
	<p>we ensure:</p> <ul style="list-style-type: none"> • computer technology appropriate for learners with ASD • SEN software needed for students with specific needs beyond ASD 			
Improve and maintain access to the physical environment	The size and layout of areas, including all academic, play, social, dining halls and classrooms allows access for all learners.	Ensure risk assessments of school areas take into consideration accessibility. Class sizes are restricted.	Principal, Facilities Manager	Annual reviews
	pathways of travel around the school building, around the school site and parking arrangements are safe, logical and well signed.	Develop student drop off and collection carpark with new entrance/ exit	Estates Director	September 2023
	Emergency and evacuation systems are designed inform all learners including those with additional needs (hearing impairments, etc)	Termly fire and lockdown drills actioning observations for improvement	Facilities Manager	Termly
	Areas to which learners have access are appropriately lit.	Develop LED lighting upgrade plan	Facilities Manager	Phase 1 begins April 2022. Whole school to be converted to LED by 2024
	Therapists employed by the school ensure communication and sensory needs of learners are supported in all areas across the school.			
	Are resources, such as chairs, selected and adjusted locally were appropriate?	Annual workspace risk assessments carried out including ergonomics	HR, All staff	Annual
	Training is provided for staff on Health and safety, and fire regulatory training to ensure the safety of all pupils, including those with a disability.	Health & Safety, fire marshal and extinguisher training is provided	HR, Facilities Manager	Bi-Annual

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DEADLINE
	Work with the council to maximise accessibility for disabilities within the confines of listed building status	Agree part M with building control for all newly developed areas of the school	Estates Director, Facilities Manager	Ongoing
Improve the delivery of information to pupils with a disability	the school provides information supported by photos, symbols or graphics for learners who experience difficulties with understanding written text	Ongoing review of individual communication needs		
	All students have individual access to ICT facilities to ensure they can record and access information in alternative formats	Review of software available for general use and specific subject access	Subject leaders	July
	Training is provided to ensure staff are familiar with technology used to support learners.	Audit of training needs	Senior leadership team	July 2022
	Where learners require additional support for mental health or therapeutic activities to support understanding and communication, this is provided.	Review of individual mental health needs and provision	Mental Health team lead	Weekly review
	additional resources such as writing slopes and coloured overlays are made available for students according to needs outlined on EHCPs or through classroom assessment.	Review of individual equipment needs	Occupational Therapist,	Termly
	Training is provided for staff through safeguarding to ensure pupils with a disability can communicate concerns effectively and their wellbeing is monitored.	Safeguarding Training on ensuring all pupils are able to communicate needs		

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be jointly approved by the principle and Director of SEN.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Safeguarding policy
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) policy
- Supporting pupils with medical conditions policy
- Teaching and learning strategy