

Accessibility Policy

The Lady Byron School



Written by:	Caroline England	Date: June 2024
Approved by:	Irinder Minhas	Date: June 2024
Last reviewed on:	August 2024	
Next review due by:	August 2025	

Contents

- 1. Introduction3
- 2. Aims.....3
- 3. The school ethos3
- 4. Legislation and guidance4
- 5. Responsibilities4
- 6. Training.....7
- 7. Monitoring.....7
- 8. Links with other policies8
- 9. Version History.....8
- 10. Appendix One – Accessibility Plan9
- 11. Appendix 2 – Access Audit18

1. Introduction

This document sets out the responsibilities and expectations for all members of the School community in relation to safeguarding and promoting the wellbeing of children and young people at The Lady Byron School (LBS)

2. 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 and other stakeholders to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to stakeholders of the school
- Our school aims to treat all its pupils and staff fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Lady Byron School aims to provide the highest quality education for young people with communication and interaction needs/ autism by:

- Understanding the needs of our students and using flexible, personalised approaches to support these
- Recognising potential and having high aspirations for all
- Caring about each individual student and their family
- Creating a school environment that is safe and supportive for young people with autism and sensory needs
- Actively promoting wellbeing and good mental health

3. The school ethos

The school community needs to be forward looking and self-critical to ensure we develop provision to the next levels of success and excellence. An aspirational culture and ethos needs to inform all aspects of the school's work.

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. We will involve a range of stakeholders in the evaluation of this accessibility plan, including pupils, parents, staff and governors of the school.

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

4. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

5. Responsibilities

The Proprietor has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy.
- a duty to comply with the Government Guidelines
- a duty to publish an Accessibility Plan but not to:
 - discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services.
 - treat disabled pupils less favourably.

- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- the responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities.
- a duty to respect the child's and parents' right to confidentiality.
- the responsibility of providing all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.
- the responsibility to endorse the key principles in the National Curriculum framework which underpins the development of a more inclusive curriculum by:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils
- responsibility for ensuring that the school complies with all equality's legislation.
- nominate a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy.
- responsibility for ensuring funding is in place to support this policy.
- responsibility for ensuring this policy and all policies is maintained and updated regularly.
- make effective use of relevant research and information to improve this policy.
- responsibility for ensuring all policies is made available to parents.
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.
- undertaking a needs analysis that will identify what improvements to the school building plus other issues that need to be considered.

The Headteacher:

- in conjunction with the proprietor devise a new plan every three years.
- oversee the implementation of the policy, Scheme and Plan.
- annually review and adjust the Accessibility Action Plan.
- organise ongoing awareness raising and training for school personnel in the matter of disability discrimination.
- ensure all school personnel, pupils and parents are aware of and comply with this policy.
- report to the proprietor on the procedures in place for school personnel with disabilities.
- inform the proprietor on the training programme for school personnel.

- identify what needs to be done to increase the extent to which disabled pupils can fully participate in the curriculum that the school provides.
- identify what needs to be done to improve the physical environment of the school that will increase the extent to which disabled people can have access to the education and other services that this school offers.
- help pupils to recognise, understand and learn how to treat people with disabilities by:
 - identifying different kinds of disabilities
 - visualising what it might feel like to be disabled.
 - supporting and interacting with disabled people
 - empathising
- provide leadership and vision in respect of equality.
- make effective use of relevant research and information to improve this policy.
- provide guidance, support and training to all staff.
- monitor the effectiveness of this policy by speaking with pupils, school personnel and parents.
- monitor the effectiveness of the Disability Accessibility Plan for Pupils.
- annually report to the Proprietor on the success and development of this policy.

School personnel will:

- comply with all aspects of this policy.
- implement the school's equalities policy and schemes.
- report and deal with all incidents of discrimination.
- attend appropriate training sessions on equality.
- report any concerns they have on any aspect of the school community.
- be aware of all other linked policies.
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values.
- work in partnership with parents and carers keeping them up to date with their child's progress and behaviour at school.

Pupils:

- be aware of and comply with this policy.
- listen carefully to all instructions given by the teacher.
- ask for further help if they do not understand.
- treat others, their work and equipment with respect.
- support the school Code of Conduct/Behaviour Policy / Respect Agreement and guidance necessary to ensure the smooth running of the school.
- liaise with the school council.
- take part in questionnaires and surveys.

Parents/carers:

- be aware of and comply with this policy.
- support the school's Code of Conduct/Behaviour Policy / Respect Agreement and guidance necessary to ensure smooth running of the school.

6. Training

All school personnel:

- have equal chances of training, career development and promotion.
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Inclusion
 - Special Educational Needs & Disabilities
 - Equal opportunities
 - receive periodic training so that they are kept up to date with new information.
 - receive equal opportunities training on induction to improve their understanding of the Equality Act 2010 and its implications.

7. Monitoring

This document will be reviewed after two terms of the school opening and thereafter every 3 years, but may be reviewed and updated more frequently if necessary.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Proprietor for further discussion and endorsement.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the proprietor.

8. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs policy as part of the teaching and learning policy.
- Supporting pupils with medical conditions polic

9. Version History

This policy was last reviewed in August 2024.

Version Number	Point Number	Amendment

10. Appendix One – Accessibility Plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> offers a differentiated curriculum for all pupils LBS use resources tailored to the needs of pupils who require support to access the curriculum 	<p>All pupils will access the most appropriate curriculum pathway to meet their individual needs.</p> <p>All pupils will have access to a range of resources (both in school and in off-site trips) which will enable them to engage meaningfully with the curriculum. This includes staffing ratios, specialist equipment, interactive whiteboards, staff training, use of external agencies, access arrangements for exams.</p>	<p>Review curriculum</p> <p>Review against EHCP targets</p> <p>Assess against appropriate assessment tool</p> <p>Ensure the most appropriate resources/equipment are used effectively for the pupil.</p> <p>Access specialist services (VI, HI, Ot, EP, SALT, CAMHS, our Health and Wellbeing Officers Diana Nurse team, Intervention Therapists)</p>	<p>Subject lead / Class teachers</p> <p>Deputy Headteacher Quality of Education Curriculum Pathways</p> <p>Subject lead / Class teachers / classroom staff</p> <p>Specialist services</p> <p>Exams Officer</p>	<p>On-going.</p> <p>On-going</p>	<p>All pupils will access the most appropriate curriculum pathway to meet their individual needs.</p> <p>Pupils will access a range of resources (within school and in off-site trips) to engage meaningfully with their curriculum</p>

	<ul style="list-style-type: none"> Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>Subject leads/class teachers to ensure resources include examples of people with disabilities so that pupils feel appropriately represented</p> <p>Progress is tracked for all pupils. Progress is also tracked through EHCP targets</p> <p>The curriculum is regularly reviewed by subject leads</p>	<p>Regularly review resources and find out about new resources/equipment</p> <p>CPD to develop staff knowledge</p> <p>Ensure resources are reviewed regularly to include examples of people with a diverse range of disabilities.</p> <p>Termly audit of progress</p> <p>Annual Review to take place</p> <p>Progress and Assessment Reports completed annually.</p> <p>Close liaison with specialist support services (VI/OT/HI etc) to monitor and review progress</p> <p>Regular review of curriculum and individual pupil need.</p>	<p>Subject lead / Class teachers / classroom staff</p> <p>Subject lead / Class teachers</p> <p>Deputy Headteacher Quality of Education Curriculum Pathways</p> <p>Senior Leadership Team</p> <p>Subject lead / Class teachers Deputy Headteacher Quality of Education</p>	<p>On-going</p> <p>At least termly</p> <p>Annually or as curriculum guidance changes</p>	<p>Curriculum resources will be representative of the diverse school community and will support pupils feeling appropriately represented</p> <p>All pupils are tracked through the appropriate assessment based on their curriculum pathway. A bespoke approach is provided for our pupils very individual needs allowing fluid movement between pathways.</p> <p>All pupils access a broad, balanced and relevant curriculum</p>
--	--	--	--	---	--	---

	<ul style="list-style-type: none"> The use of partial timetables (usually an interim measure) Every pupil and member of staff who has a type of physical need, VI, HI or medical need will have a PEEP completed by a member of the class team. Interventions are accessible to all pupils and include Therapy, Counselling, Speech and Language plans, occupational therapy plans Short term physical needs, due to operations or other injuries are risk assessed in order to ensure the pupil can access the full site safely or alternative provision put in place until this can happen. 	<p>A reduced timetable can support a pupil back into class or be a transition process for them to move to another specialist provision.</p> <p>Ensure that they can access all areas of the school and safely evacuate in the event of an emergency.</p> <p>Aid the physical, social and emotional wellbeing of pupils to further enable their access to the curriculum through a referral process</p> <p>To ensure that pupils can safely access LBS School (or can access a suitable location or work at home) whilst they may be in plaster or have temporary mobility aids</p>	<p>Regular monitoring and review of reduced timetable</p> <p>Review pupil (and staff) PEEPs when they move to different sites of LBS or if anything changes regarding their need.</p> <p>Ensure all staff are aware of the range of interventions available and the process in which to make a referral.</p> <p>Individual Risk Assessment to be completed prior to pupil return to school.</p> <p>Input from medical professions and parents.</p>	<p>Subject lead / Class teachers Appropriate member of the Senior Leadership Team</p> <p>Class teacher Senior Leadership Team</p> <p>Senior Leadership Team</p> <p>Business Manager – responsible for Risk Assessments # SLT to support with remote learning where needed.</p>	<p>On-going as necessary</p> <p>At least annually or as things change or necessitate</p> <p>Ongoing and reviewed half termly or termly.</p> <p>As needed and reviewed as things change or necessitate</p>	<p>Pupils attendance and confidence will improve and any anxieties reduced</p> <p>All pupils (and staff) that require a PEEP will have an up to date on in place.</p> <p>Pupils will have access to appropriate interventions as needed.</p> <p>Pupils will be able to access the school safely and risk assessments completed. If unable to access school, then alternative provision will be considered (including the home environment)</p>
--	---	--	--	--	---	--

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
-----	-----------------------	------------	---------------------	--------------------	-----------------------------	------------------

Improve and maintain access to the physical environment	<p>Our environment is adapted to meet the needs of the pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps and/or flat surfaces • Disabled parking bays • Disabled toilets and changing facilities • Library shelves / other resources available at wheelchair accessible height • Height adjustable equipment • Accessible play equipment for all pupils 	<p>Ensure indoor and outdoor spaces are kept as clear as possible.</p>	<p>Storage containers, and cupboards are maintained to safe and secure standard.</p>	<p>All staff Site Maintenance</p>	<p>Ongoing</p>	<p>Indoor and outdoor spaces are kept as clear as possible.</p>
		<p>Ensure that surfaces (indoor and outdoor) remain intact.</p>	<p>Staff to report unsafe surfaces as soon as possible and repairs completed</p>	<p>All staff Site Maintenance</p>	<p>Ongoing</p>	<p>Surfaces remain intact</p>
		<p>Pupils have access to wheelchair accessible and/or height adjustable equipment and/or hoists to enable access to the hydrotherapy pool and for any transition from wheelchair.</p>	<p>Hoists to be regularly serviced.</p>	<p>External Agency</p>	<p>At least annually</p>	<p>Hoists in good working order</p>
		<p>Enable access to all areas in school or college for all pupils</p>	<p>All and any faulty equipment to be reported and repairs completed.</p>	<p>All staff Site Maintenance Senior Leadership Team – with responsibility for Health and Safety</p>	<p>On-going</p>	<p>All pupils are able to fully access teaching and learning opportunities in a range of environments</p>
		<p>All pupils have access to a wide variety of accessible equipment</p>	<p>Ensure height adjustable equipment is purchased when replacing furniture as needed</p>	<p>All staff Site Maintenance External Agency</p>	<p>On-going At least annually</p>	<p>All pupils have access to a wide variety of accessible equipment</p>
			<p>Lift to be regularly serviced and any faults reported.</p>	<p>Senior Leadership Team</p>	<p>On-going At least twice a year or as required</p>	
			<p>Conduct review of site premises regularly throughout the year.</p>			



THE LADY BYRON SCHOOL

THE CEDARS - 11 HIGH STREET, FLECKNEY, LEICESTERSHIRE, LE8 8AJ.

INFO@LADYBYRONSCHOOL.CO.UK

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our School uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Modified / large print resources • Braille • Picture or symbol representations • Communication Boards • Augmentative and Alternative Communication • Social stories • Visual timetables • Support from Leicestershire Specialist Teaching Service at the LEA • Access to RNIB Bookshare 	<p>Ensure that a range of communication methods are readily available to pupils, staff, parents and visitors to ensure that information is shared meaningfully with them</p> <p>Ensure staff have access to different training opportunities to maximise the learning environment for our pupils.</p>	<p>SENCO to provide training as needed</p> <p>Ensure that all classes are provided with new and replacement resources to support the full range of communication methods used across the school.</p> <p>Offer training to staff to support the wide range of communication needs of our pupils - including use of external agencies where appropriate</p>	<p>SENCO</p> <p>Class teams</p> <p>Staff teams Senior Leadership Team</p> <p>Senior Leadership Team Communication Lead</p> <p>External agencies VI, HI, translators etc</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Pupils, staff, parents and visitors will continue to be able to access information meaningfully. Resources are provided which support the full range of communication methods used</p> <p>Staff will have been trained to support the individual needs of our pupils as appropriate</p>



THE LADY BYRON SCHOOL

THE CEDARS - 11 HIGH STREET, FLECKNEY, LEICESTERSHIRE, LE8 8AJ.

INFO@LADYBYRONSCHOOL.CO.UK

11. Appendix 2 – Access Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				
Hoists if required				