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## **ACCESSIBILITY PLAN**

Lytham St. Annes High School is an inclusive school, which welcomes student's staff and visitors from all backgrounds, inclusive of persons who have SEND.

Since the publication of this original plan in 2011, most of the objectives identified have been met, and the school have improved and developed its procedures for children and parents with SEND. These include Care plans, which will outline specialist provision for students with SEND, i.e. leave early, sole use of stairs, keys to disabled bathrooms. Other types of provision are, students having access to corridors at quiet times, specially equipped washrooms, shower rooms and toilets, door entrance and egress to allow wheel chair access to all rooms within the site. There are allocated safe haven refuge sites on first floor corridors, and new fire evacuation procedures, whether short or long-term conditions or injury, there are also neutral gender toilet facilities available for students or staff and visitors.

At the time of the publication of this plan the school is undergoing a large building programme, which includes a new technology block being built which will be a single storey building which will be suitable to accommodate disabled students, staff members and visitors to the site.

The site is separated into 6 individual buildings which are accessible to all users, only one of these buildings does not have the facility of a lift to be able to gain access to the first floor. This block is N block, which all classrooms on the first floor mirror almost the classrooms on the ground floor, therefore any person who has SEND and cannot access the first floor, lessons are moved to the ground floor.

Since the previous review carried out in 2011, the school has had a few occasions where due to illness and injury there have been pupils who have been temporary wheel chair users, this timeframe has been from 6 weeks to a full school year. These students were able to access all aspects of school life and curriculum

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002, the SEND Code of Practice 2014 and the Equality Act 2010.

## **Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“A person has a disability 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 carry out normal day to day activities.”

## **Key Objectives**

To continue to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, members of staff and visitors and also any prospective pupils, with a disability.

To improve access to the school buildings and grounds for all with a disability

To ensure access to relevant information for all those with a disability

## **Principles**

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;

The school recognises its duty under the DDA (as amended by the SENDA):

Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.

Not to treat disabled pupils less favourably

To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

To publish an Accessibility Plan.

- In performing their duties, governors and staff will have regard to relevant legislation;
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## **Activity**

[This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objectives (above).]

### **a) Access to the curriculum**

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

We shall seek this information specifically though not exclusively to meet the needs of children with known disabilities identified through statements.

## **b) Access to the school buildings and grounds**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future Improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Any student, member of staff who is disabled or temporary having mobility issues through illness or injury will in the first instance have a PEEP carried out by a competent member of staff, this will include a practical assessment on movement up and down stairs, safe egress from rooms, floors and buildings in the event of an evacuation, also inclusive of evacuation using stairs, the PEEP will be reviewed as and when required.

In some cases due to severity of injury or severity of disablements students, members of staff and visitors are unable to use stairs in an evacuation, the following measures have been put in place to ensure that their safety is not compromised, and that all are inclusive in school life.

This is as previously stated that lessons on a first floor level will be moved to a ground floor level, this is a regular occurrence, and is also the schools preferred option, at present there is a member of staff who is a wheel chair user, and there have been occasions where students have been in wheel chairs due to injury and illness, all have been accommodated in school, and this will be the case for any future wheel chair users.

## **c) Provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

### **Action Plan**

See attached (Appendix 1)

### **Linked Policies**

This Plan will contribute to the review and revision of related school policies, e.g.

- school development plan
- building and site development plan
- SEN policy
- Equal Opportunities policy
- Curriculum policies.

Short Term	Aims	Objectives	Action	Time Frame	Achieved
	<p>To continue to improve working environment for students with visual impairment/auditory impairment</p>	<p>Improve availability of written material in alternative forms</p> <p>Incorporate appropriate colour schemes when Refurbishing existing classrooms which have yet to be completed.</p> <p>Install blinds on all south-facing windows.</p> <p>Loop systems extended; technological devices used to facilitate improved sound quality.</p> <p>School aware of local and County services for converting written information into alternative formats</p>	<p>Seek advice from LA Property Group</p> <p>SENCO researches and discusses with Leadership Team</p>	<p>Autumn Term 19</p>	<p>VI and AI able to work independently in all teaching areas</p> <p>School is able to deliver information to all pupils and parents and visitors on site with disabilities</p>

	<p>To review the current fire evacuation procedures before the start of the new term in September</p>	<p>The review will look at the existing procedures which will include reviewing the current PEEP procedures, to ensure that the school will continue to ensure the safety of all persons who use the school.</p>	<p>Implement any necessary changes, and to ensure that all staff and students visitors are made aware as to the changes.</p>	<p>Autumn Term 19</p>	<p>School is able to deliver information to all pupils and parents and visitors on site with disabilities</p>
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<b>Medium Term</b>	<b>Aims</b>	<b>Objectives</b>	<b>Actions</b>	<b>Time Frame</b>	<b>Achieved</b>
	To continue to ensure the accessibility of all areas of the school	Carry out an audit of the accessibility of the school buildings, this will include the new technology building which is going ahead in the summer of 2019, this will be a single story build, which will be accessible to all students and staff.	Review with staff, Governors and property advisors	Autumn Term 2019	Easier movement around the school for all users, particularly disabled users and those with temporary mobility problems, inclusive of wheel chair users, partially sighted and those with impaired or hearing.

<b>Long Term</b>	<b>Aims</b>	<b>Objectives</b>	<b>Actions</b>	<b>Time Frame</b>	<b>Achieved</b>
	Ensure the accessibility of all areas of the school	Implement any developments and structural changes which may be necessary, this may include installation of lifts in new buildings of which are first floor and above. Access for wheel chairs to all buildings.		Autumn 2019 onwards	



Appendix 1

Access Plan

## **Appendix 2**

Date of Original Plan March 2011

Date of Review March 2014, April 2019

Date of next review April 2021

Members of staff responsible: P.Tozer Health & Safety Administrator

Governor(s)/Committee(s) responsible: Premises Committee and Staffing and Curriculum Committee

### **Summary April 2019**

As stated in the introduction to this document the school has progressed and continues to do so in enabling that any person suffering with a disability is inclusive in school life, we as a forward thinking school, with a wealth of different experience amongst the staff will continue to review and amend the schools policy and procedures, and there will be a review of this document bi annually.

Reviewed & Amended June 2020

