


Accessibility Policy

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Revision Log (last 5 changes)

Date:	Version number:	Brief details of change
26/01/21	2	Review and update
28/09/2023	3	Review and update

Introduction

Leigh Academy Horsmonden is committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and developing a culture of inclusion, support and awareness throughout the school for pupils with a physical disability, hearing/sight impairment and learning impairment.

The school recognises its duty in complying with all disability and equal opportunities legislation:

- not to discriminate against disabled students in their admissions and exclusions, and provision of education and extracurricular activities
- not to treat disabled students less favourably
- to take all reasonable steps to avoid putting students with disabilities at a substantial disadvantage
- to publish an Accessibility Plan

Since April 2011, schools have also been bound by a part of the Equality Act 2010 called the Public Sector Equality Duty (also known as the PSED, or simply the “Equality Duty”).

The Equality Duty replaces the previous three sets of duties on schools to promote disability, gender and race equality through having equality policies and action plans for these groups.

The School Accessibility Plan contains relevant actions that meet the requirements of the Equality Act to:

- Increase access to the curriculum for students with a disability, modifying the **curriculum** as necessary to ensure that students with a disability are as equally prepared for life as the able-bodied students.
- Improve and maintain access to the **physical environment** of the school, adding more specialist facilities as necessary – the school to take into account the needs of students, parents and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements.
- Improve where necessary the delivery of **written information** to students, staff, parents and visitors with disabilities.

ACCESS FOR DISABLED PUPILS TO THE CURRICULUM

- There are no barriers for access to the whole curriculum for disabled, sensory and visually impaired pupils.
- Information is shared with teaching staff as to how best to include all disabled, sensory and visually impaired pupils in the classroom environment.
- In Physical Education individual programmes are designed according to the needs of the student.

- Hearing impaired and visually impaired pupils are seated in classrooms in accordance with medical advice.
- All trips/visits are adapted in response to pupil circumstances.
- Pupils with other forms of disability e.g. dyslexia or dyspraxia are supported by the SENCO and TAs who have had additional training.
- The school is committed to putting in place appropriate provision to match the learning needs of all pupils with SEND status to enable them to access all levels of the curriculum.
- Any necessary support and provision identified at transition phase is implemented as soon as pupils with SEND join the school in Year R.
- This provision is reviewed at least three times a year and adapted where appropriate.
- All the needs of pupils with SEND status and subsequent appropriate provision are communicated to staff on the SEND register; changes to the SEND register are communicated immediately.
- Activities and school trips are available to all pupils.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- The needs of all pupils with SEND status are discussed with the SENCO prior to a trip or activity taking place.
- Where appropriate 1:1 support is put in place to enable a pupil with SEND status to take part in a trip.

ACCESS TO THE PHYSICAL ENVIRONMENT

- Reasonable adjustments are made in the application of policies to ensure disabled students, parents and visitors to the school are not treated unfavourably.
- All classrooms and specialist teaching areas are accessible to all pupils.
- Toilet provision throughout the school is adequate.
- Safe routes via ramps exist on the site.
- A number of doors have been adapted to ease access.
- Emergency evacuation routes have been identified and procedures implemented.
- The reception area has been adapted to accommodate the needs of disabled visitors to the school.
- Where improvements can be made to aid the physical navigation around the site of the school for disabled pupils the school will endeavour to meet this recommendation.
- Disabled pupils in the school who have an Education Health and Care Plan have their individual physical needs formally assessed on an annual basis at the EHCP review.
- The SENCO have very positive relationships with the parents and carers of the disabled pupils in the school setting; parents and carers of these pupils can contact the SENCO directly by email or telephone.

WRITTEN INFORMATION

Leigh Academy Horsmonden is committed to improving the delivery of information which is provided in writing to students, parents and visitors to the school.

- The SENCO will provide overlays & coloured paper for students who have been diagnosed with Irlen Syndrome or dyslexia.
- Dyslexic pupils will be offered additional support if required & appropriate support strategies will be put in place to enable them to access all written information both in class and in examination situations
- Students who have difficulties in presenting work that is legible are supported to improve their handwriting by the SEND Department.
- Students who require the use of a laptop for writing heavy subjects will be able to use IT in their Public Examinations as an Access Arrangement if this becomes their 'normal way of working'
- Information is shared with parents (where appropriate) in both paper and electronic format.

Please note that information included in this Accessibility Plan is subject to change due to circumstances beyond the school's control.

We will endeavour to update any changes in an appropriate time frame.