



Loughton School

Accessibility Statement 2015

Vision & Aims:

Loughton School..... Inspiring Children.

Our school has a happy and caring environment.

We are resourceful, active and independent learners, excited by our opportunities.

We explore and develop our potential, recognising and celebrating our achievements.

The Loughton School Experience:

At Loughton, we are proud that we have the opportunities to:

- Experience a full and varied curriculum;
- Take part in a wide range of extra-curricular activities;
- Represent the school at outside events and in the media;
- Take part in local, national and international competitions.
- Be inspired by the success of present and past members of the school community;
- Be aware of our individual strengths and achievements;
- Set and meet our own future challenges, with support;
- Enjoy an active and healthy lifestyle;
- Enjoy a comfortable, attractive and well-resourced environment;
- Work, learn and play in a supportive setting;
- Apply our learning successfully in a wide variety of situations;
- Plan, lead and work together on exciting projects and initiatives.

Introduction

At Loughton we are fully committed to reduce and eliminate barriers to access to the curriculum and full participation in school life.

The 2001 SEN and Disability Act (SENDA) make a statutory requirement for schools to have in place an accessibility plan. The Act place a duty to do so on the governing body.

An accessibility plan is a strategy for:

- a) Increasing the extent to which disabled pupils can participate in the school.
- b) Improving the physical environment of school to increase the extent to which disabled pupils can take advantage of education and associated services.
- c) Improving the delivery to disabled pupils written information which is provided to pupils who are not disabled.

The accessibility plan must be publicly available. OfSTED have the remit to inspect if schools are discharging their responsibilities in preparing, reviewing, revising and implementing, and publicising the plan.

At Loughton we have adopted the DfE definition of disability, that is;

‘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 manual day-to-day activities.

Principles

- a) Compliance with the SENDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- b) The school recognises its duty under 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.
- c) In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
- d) 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;
- e) 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.

Accessibility Planning

There are three strands to the accessibility planning:

- 1) Increasing access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
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.
- 2) Improving access to the physical environment of the school. This covers improvements to the physical environment of the school and physical aids to access education.
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.
- 3) Improve the delivery of written information to disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils.
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.
At Loughton we have conducted an audit to identify barriers to access (see Annex A) in order to inform our Accessibility Plan (see Annex B)

Monitoring the Accessibility Plan

The governing body at Loughton has agreed to review and revise, the Accessibility Plan every three years unless a review is necessary. The 'Happy, Caring Environment' Committee will undertake this monitoring role. The Inclusion Manager will include in their annual report to governors (report includes an update on Identifying Barriers to Access)

Annex A: Identifying Barriers to Access

Annex B: Access Plan

**Loughton School
Identifying Barriers to Access**

ANNEX A

Section 1: How does Loughton deliver the curriculum?

Question	In Place?	Notes
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓	Yes, delegated to Headteacher and Inclusion Manager
Are your classrooms optimally organised for disabled pupils?	✓	Classroom will be organised to meet needs
Do lessons provide opportunities for all pupils to achieve?	✓	Yes, we monitor this through observation of lessons, books and data.
Are lessons responsive to pupil diversity?	✓	Yes, we monitor this through observation of lessons, books and data.
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	Yes, we monitor this through observation of lessons, books and data.
Are all pupils encouraged to take part in music, drama and physical activities?	✓	Yes, the school takes particular pride in its teaching of the wider curriculum.
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓	Yes, we monitor this through observation of lessons, books and data.
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓	Yes, extra time is planned in for pupils and staff.
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓	Yes, the curriculum is differentiated for pupils who cannot access it.
Do you provide access to computer technology appropriate for students with disabilities?	✓	Yes, the school has a wide variety of devices to assist appropriate pupils.
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓	Yes, all pupils can attend all trips within their year group.
Are there high expectations of all pupils?	✓	Yes, we monitor this through observation of lessons, books and data.
Do staff seek to remove all barriers to learning and participation?	✓	Yes, we monitor this through observation of lessons, books and data.

Identifying Barriers to Access (Cont'd)

Section 2: Is Loughton designed to meet the needs of all pupils?

Question	In Place?	Notes
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?	X	Not all classes have wheelchair access to outside. One area requires a ramp. To be reviewed annually or if we take in a pupil who needs access.
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓	N/A at this time.
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓	Yes, including braille signs.
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	X	Fire/evacuation alarm has no visual signal.
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	✓	Braille signs across the school, and pictorial signs in some areas.
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	✓	No, we cater very carefully for our ASD pupils.
Are areas to which pupils should have access well lit?	✓	Yes
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	✓	Yes, for example the braille machine is mainly kept away from teaching areas.
Is furniture and equipment selected, adjusted and located appropriately?	✓	Yes

Section 3: How does Loughton deliver materials in other formats?

Question	In Place?	Notes
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓	Yes
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓	Yes, as required.
Do you have the facilities such as ICT to produce written information in different formats?	✓	Yes, braille software.
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities	✓	Training provided by Visual Impairment team as required.

Loughton School

ANNEX B

Access Plan

Objective	How	Who	When	Outcome
Training for teachers on differentiating the curriculum.	After an audit the school decides that some teachers would benefit from training on differentiating the curriculum.	RG and VI team	When needed	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum Increase in access to the National Curriculum.
Update alarm system to include visual signal.	Contact LA for advice and support. Planned use of devolved capital or funding from LA.	CR	When funds are available	The school will have visual signal to enable hearing impaired children to be made aware of fire/evacuation alarm. Physical accessibility of school increased.