



Park Lane Learning Trust

Accessibility Plan September 2016

Introduction

At Park Lane we believe each person is respected and recognised as of equal value. We aim to ensure that everyone remains safe and stays healthy, whilst at the same time enjoys, achieves and makes a positive contribution to the wellbeing of the school community.

We are committed to the care and well-being of all students so that they may work and learn in a safe, secure environment. In all aspects of the school, the stakeholders (governors, staff, students, parents and the wider community) are committed to working together to ensure that the school community remains true to the equal value principle underpinning its policies.

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

‘A person who has a physical or mental impairment that has a ‘substantial’ and ‘long term’ negative effect on your ability to do normal daily activities’.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long term’ means ‘has lasted or is likely to last more than 12 months’.

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and hyperactive Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the student’s ability to carry out normal day-to-day activities is adverse, substantial and long term. All of those surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Our planning addresses the following areas:

- Improving the access to the physical environment
- Improving the access to the curriculum
- Improving the delivery of written information

This accessibility Plan has been drawn up in consultation with students, parent/carers, staff and the governors of the school. The plan aims to, over time, increase the accessibility of provision for all students, staff and visitors to the school.

At PLLT we are committed to providing a fully accessible environment which values and includes all students, staff, parents/carers and visitors. We are committed to challenging negative attitudes towards disability and accessibility and to developing a culture of awareness, respect and inclusion.

Improving access to the physical environment from September 2016:

Targets	Actions	Timescale	Responsibility	Outcomes
To improve disabled Parking facilities	<ul style="list-style-type: none"> • Re-paint present disabled markings in the car park 	July 2017	SRR /SLT/PFI	Appropriate use of the car parking bays
	<ul style="list-style-type: none"> • Create additional disabled parking away from the main route – safer access to the building 	1-2 years	SRR/SLT/PFI	Safer access to the building
To improve signage	<ul style="list-style-type: none"> • Create signage in school that encourages students ‘to walk on the left’ • Check all signage is accurate when room changes • To create a sign at the main entrance on how to operate the buzzer 	Oct 2016	SRR/SLT/PFI	<p>Orderly, safe movement round school</p> <p>Students can easily navigate their way round school</p> <p>All visitors can easily gain attention of reception</p>
Ensure good lighting in the classrooms	Check all blinds work on a regular basis to avoid glare	Termly	SRR/Site manager	Classrooms conducive to learning

Ensure safe evacuation of all disabled students	<ul style="list-style-type: none"> Update 'evac-chair' training on a rolling programme Update PEEPs yearly Share information at staff meetings 	On-going	SRR/GGE/ Admin	All students evacuated safely
Ensure classrooms are optimally organised to promote participation and independence of all students	Ensure staff make adequate arrangement for the inclusion of additional tables – good practice guidelines provided	On-going	SRR	An audit would show that all staff are following the guidelines
Secure a meeting place accessible for disabled parents	SRR to meet with SWD to make proposal	Autumn 2016	SRR/SLT	A meeting room that is available and easily accessible for physically disabled parents/carers

Improving access to the curriculum from September 2016:

Target	Actions	Timescale	Responsibility	Outcomes
To extend the nurture provision at KS3 to include year 8 & 9	SRR to present proposal to SLT. Curriculum solutions to be explored	June 2017	SRR/SLT	SEND students to access appropriate curriculum
To develop alternative pathways at KS4	SRR to liaise with RAD before Options process begins	Jan 2017	SRR/RAD	SEND students to access appropriate curriculum and post 16 provider
To ensure at good or outstanding differentiation in class	<ul style="list-style-type: none"> SEND CPD for staff during Twilight and All staff meetings Monitoring and evaluation of T&L to ensure consistency and provide challenge 	On going	SRR /SWD	SEND students to achieve in line with FFT50 targets Staff better equipped to meet needs of SEND students
To ensure good differentiation for homework	<ul style="list-style-type: none"> SEND CPD for staff to improve quality of homework. Staff to record homework for some students. Good communication by SEND Dept. with parents 	On going	SRR/SWD	SEND Students able to complete homework independently
To improve communication of SEND information	Highlight an aspect of SEN information each week and at all staff meetings	On-going	SRR	Improved staff knowledge. Special exam arrangements in place for assessments as well as for exams
To monitor and evaluate SEND	<ul style="list-style-type: none"> Termly evaluation of key interventions 	SRR and SEN	Termly	Progress and effectiveness

intervention on a regular basis	<ul style="list-style-type: none"> Review provision map half termly Review Key Worker monitoring termly 	support team		measured of the interventions
To improve the availability of ICT for students who have difficulties with recording	SRR to liaise with Subject staff	SRR	On-going	Students can record efficiently, demonstrate their knowledge and achieve their targets
To improve student voice input	Carry out a range of SEND student voice activities	SRR and Support team	Half termly	Ascertain if SEND students are accessing all of school life
To improve the access to the P.E curriculum for physically disabled students	<ul style="list-style-type: none"> Training for P.E staff Input from external agencies, e.g. physiotherapy Invest in alternative equipment 	SRR/P.E department	On-going	Increased participation of students with a physical disability in P.E lessons and other sporting events
To embed a clear philosophy of inclusion when planning extra-curricular activities – including trips	Training for staff on practicalities, risk assessments and disability equality/discrimination	SRR/SLT	June 2017	Risk assessments in place in advance of trips. Student voice taken into account regarding choice of venue

Improving the delivery of written information from September 2016:

Target	Actions	Timescale	Responsibility	Outcomes
To ensure availability of written material in alternative formats	<ul style="list-style-type: none"> SENCo liaison with LEA to procure alternative formatted material. Dissemination to departments 	On-going	SRR	Access to written information for all
To ensure that school reports are easily understood by parents/carers	<ul style="list-style-type: none"> Collate feedback from parents and action Make improvements to current formats 	July 2017	SRR/SLT	Parents/carers clearer about their child's progress
To increase parent/carer's knowledge about the impact of any additional (SEN) interventions their child has been involved in	SRR to provide information of all interventions and progress to parents/carers termly where appropriate	1-2 years	SRR	Parent/carers will have more information about their child's provision and progress
To develop SEND information available to parents/carers via the website	Produce a parent/carers information booklet about SEND at PLLT – "Useful tips to help your child"	On-going	SRR	Parent/carers will have more information about the SEND offer at PLLT

