



# Ludlow Church of England School

## Accessibility Plan

September 2020 – September 2023

This plan should be read in conjunction with the SEND Information Report, completed in September 2020.

Approved By	Local Academy Board
Date Approved	September 2020
Last Revised	July 2020
Review Date	September 2023

## **Introduction**

The Equality Act 2010 came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that “schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation”.

Advice from the Department for Education (DfE) on the Equality Act 2010 explains that schools must have an accessibility plan to comply with the Act, just as they did under the DDA. Ultimately, as a school we must

1. carry out accessibility planning, removing barriers for disabled students; these are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.
2. increase the extent to which disabled students can participate and achieve in the curriculum, including staff development where necessary;
3. improve the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
4. improve the availability of accessible information to disabled students.

We will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An Accessibility Plan may be a freestanding document but may also be published as part of another document, such as the School Improvement Plan or SEND Information Report.

It is a requirement that the school’s accessibility plan is resourced, implemented, reviewed and revised, as necessary, by the Local Academy Board. It will be shared with all employees, and in the wider academy community, to ensure transparency and to foster the view that delivering accessibility is the responsibility of the academy community, and not just the Local Academy Board and Headteacher.

Attached is a set of action plans showing how the school will address the priorities identified in the plan, and we would encourage all members of the community to read the comprehensive SEND Information Report.

## **Vision Statement**

*Values and Ethos Statement - from ‘Ludlow Church of England School (Instrument of Government) Order 1999’*

“Recognising its historic foundation, the school will preserve its religious character in accordance with the principles of the Church of England, and in partnership with the Church at parish and diocesan level, and also with other local Churches. Mindful of its position as the only secondary school in its area, the school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, in both Christianity and other religions, and promotes Christian values through the experience it offers to all its pupils.”

*The school will endeavour to meet the highest expectations of its students, parents and carers, as well as make the community proud. It will seek to achieve the highest standards of teaching and learning, whilst enabling its young people to follow interests outside of the curriculum. Committed to comprehensive education, we are*

*passionate about the outcomes for all students, irrespective of personal circumstance, and, indeed, with particular reference to personal circumstance.”*

Ludlow Church of England School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010, with regard to disability and to continually developing a culture of inclusion, support and awareness within our academy. Training and guidance may be provided, where necessary, to members of staff to ensure that they can participate in delivering the plan.

Ludlow School recognises that a person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day-to-day activities.

## **Identification and Context**

High quality teaching, that is differentiated and personalised, will meet the individual needs of the majority of children and young people. However, some children and young people will need educational provision that is additional to or different from this: this is special educational provision under Section 21 of the Children and Families Act 2014.

We keep a register of students with Education, Health and Care Plan (EHCP), and students on the SEND register, with a K code (SEND Support). In 2019, we were above national averages for students with SEND (Support – 13.5% v 10.8%; EHCP 2.7% v 1.7%).

We follow a graduated approach to identifying SEND, providing appropriate provision, and then monitoring and reviewing progress. Through assessment and screening, we aim to identify learning difficulties, and through collaboration between individual teachers, subject departments and the SEND Department, put appropriate interventions in place, if necessary. The four areas specified in the SEND Code of Practice are:

- **Communication and interaction** (includes speech, language and communication needs (SLCN) and Autistic Spectrum Disorder (ASD))
- **Cognition and learning** (includes moderate learning difficulties (MLD); severe learning difficulties (SLD) and specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia)
- **Social, Emotional and Mental Health (including ADHD)**
- **Sensory and/or physical needs** (includes physical disability (PD), vision impairment (VI) and hearing impairment (HI))

In line with the Code of Practice (2014), a child has Special Educational Needs (SEN) if they have a learning difficulty or disability that calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- Has significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

*We are cognisant, due to guidance, that there have been changes to the law on education, health and care needs assessments and plans due to coronavirus (COVID-19).*

*Some aspects of the law on EHC needs assessments and plans have changed temporarily to give local authorities, health commissioning bodies, education settings and other bodies who contribute to these processes more flexibility in responding to the demands placed on them by coronavirus (COVID-19).*

The duty on local authorities annually to publish their response to comments on their local offer of services for those with special educational needs and disabilities has also been modified temporarily, for the same reason.

As of July 2020, the school currently had 94 students identified on the SEND list. The progress of these students is closely monitored at least termly. We currently have 12 students with EHCPs and their progress will continue to be monitored and evaluated annually through the annual review process, in addition to internal monitoring of progress, at least termly.

Consultation is an on-going process; in developing the Accessibility Plan, we have consulted with disabled groups, the Local Authority LA and worked with our Link Local Academy Board (LAB) Member.

- Our wide range and number of SEND students has given us access to parental/student views via the Annual Review system.
- SENCO and Specialist SEND Staff availability at every Parents' Consultation Evening, (PTCE), and at additional meetings in line with the SEND Code of Practice, linked into Individual Learning Plan (ILP) reviews, has again given us wide access to parental/student views, as has our weekly Student Voice.
- Professionals' visits to the school, including the Educational Psychologist, Speech and Language Therapist and Occupational Therapists, have assisted us in reviewing our existing framework.
- Outreach work from Woodlands Outreach Service, especially in regards to ASD/SEMH students, has again influenced any development.
- Primary transfer meetings, via Annual Reviews for disabled students, have assisted us in reviewing our policies and provision.

## **Monitoring of Progress**

We already maintain a profile of SEND students on our database system (SIMs), and use this to evaluate our strengths and weaknesses in addressing their need. Evaluation of this will be based on:

- Attendance data
- Behaviour/Achievement data
- Academic Tracking, including lesson sampling
- Exam success
- Ability to participate in the life of the school and uptake of this
- Ability to access special needs, such as medication
- Post 16+ placements
- Parental evaluation will be sought via PTCE, Annual Review contributions and ILP/EHCP feedback.

CPD will be linked into training need as identified from audits of staff needs via Appraisal, SEND lesson sampling and Area Review, and monitoring of use of ILP/EHCP.

## **The main priorities in the school's Accessibility Plan**

1. Increasing the extent to which disabled students can participate in the school curriculum
2. Ensuring maximum achievement
3. Remove physical and institutional barriers
4. Improve access to information

### **Work already undertaken on the above:**

Existing staff have undertaken CPD on the above with input from the Speech and Language Therapy, Woodlands ASD and Behaviour Outreach, and the Educational Psychology Service. There has been an extensive programme of training, to upskill the majority of teaching assistants to a Level 3, and above, qualification. An ongoing induction programme is now in place for new staff and newly qualified teaching staff coming into the school. Delivery of this lies within the SEND Department remit and is embodied in its DSEF and DIP.

The CPD of staff to deliver the school curriculum and recognise the need of disabled students is supported by the LA and other SEND organisations via:

- SEND Specialist/local school network
  - CPD courses run by the Advisory Service
  - Intervention programmes
  - School Nurse availability
  - The Sensory Inclusion Service Enhance (with Targeted Youth Service)
  - Initial Contact Team and Child in Need Teams
  - BEAM support sessions - signposted by school
  - Autism West Midlands - signposted by school
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- TAs have been trained to support student access to the curriculum with different TAs specialising in different areas of need after receiving appropriate training and qualifications; the effective deployment of them was recognised by Ofsted in 2017 and 2020.
  - The Pupil Support Centre (PSC) offers an extension to curricular access for students with inclusion concerns, within an alternative environment to mainstream classes; its work in this area was viewed as good practice by Ofsted.
  - Exam Access Arrangements are coordinated by SEND staff to allow students maximum access to their entitlement.
  - The ability of disabled students to access the curriculum is embodied in the SEND Department DSEF & DIP. This is done via Area Reviews, Weekly Student Voice (in which SEND students meet with the SENCO), Learning Walks and Work Scrutiny, Annual Reviews and ILP targets being met, referring to

written reports, exam results and the monitoring of termly learning Habit and Progress grades. Where problems arise with access, the SEND department pursues this with subject Heads of Department.

- There is bespoke provision at Key Stage 4 was developed for students with high needs, who might otherwise have difficulty accessing the full complement of GCSEs. This has taken the form of the Certificate in Personal Effectiveness (COPE), or small group study support in the PSC.
- In addition, CLT and SENCO staff, with the support of our Education Welfare Officer, monitor students' attendance/SEMH to identify where these are affecting curricular access and progress, and intervention programmes based on this are instigated.

### **Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services:**

Since September 2007, the school has developed the following:

- disabled parking and access to the school
- access to reception areas, including a low service counter
- additional disabled toilets/shower and access to the classroom/play areas of the school
- signing both internally and externally, and for the visually impaired
- wheelchair access to all areas, except D Block and upstairs in the Curriculum Centre
- appropriate classroom furniture
- Hearing Loop fitted in the Main Hall
- B Block (English, Computing, Library, Reception) rebuilt to encompass latest design regarding door access, lift provision and spatial considerations

### **Improving the delivery to SEND students of information that is provided in writing for students who are not disabled:**

Our effectiveness in allowing students to access all aspects of the learning process is reflected in our Ofsted reports since 2012, and was recognised in Ofsted's report of February 2020:

"Disadvantaged pupils experience the same quality of education as other pupils. Teachers adapt lessons as needed for pupils with special educational needs and/or disabilities. Leaders make sure that teachers do this without lowering expectations for these pupils."

In addition, there is a positive "gap" in terms of progress against aspirational targets, in both English and Maths, compared to non-SEND students (8.7% & 11.5%, respectively, in 2019). Allied to this:

- examination access arrangements are recommended by SEND staff and instigated by SEND staff, in liaison with the examinations officer (EO); the EO will also facilitate physical accessibility amendments
- students' needs are made known to staff via Individual Learning Plans (ILPs)
- help and advice sheets from the SENCO/SEND teachers are available to staff

- parents are advised that documents can be made available in their preferred format, audio tape/enlarged print/Braille/EAL

### **Planning process**

- Input to the Accessibility Plan will be from the SEND LAB Member, who will be responsible for reviewing it annually with the SENCO and reporting back to the Local Academy Board
- SEND Department DSEF to comment upon it annually
- School SEF to review it annually

### **Coordination**

- The school will maintain a three-year Accessibility Plan Grid, covering curriculum, physical and written accessibility
- Physical access to the school and the environment of the school is planned via the Strategy & Resources Committee
- The SENCO, Business Manager, Headteacher and Link LAB Member will ensure that compliance is ongoing

### **Access to the Accessibility Plan**

The plan will be available via:

- the school's website ([ludlowschool.com](http://ludlowschool.com)), or in hard copy, upon request.
- attached to the Prospectus, on request.
- in an alternative format on request, by arrangement
- to primary pupils, prior to Year 6/Year 7 transfer, upon request

## Accessibility Plan: Objectives 2020-2023

Short-Term Plans (12 months)				
Objective	Strategies & Actions	Responsibility	Resources	Timeframe
To continue to offer high quality interventions in English and Maths for students with SEND. To offer additional time to students with SEND to improve outcomes.	Increase proportion of English and Maths teaching and reduce class sizes; to develop stronger working links with the Heads of English and Maths and the SENCO; focused use of personalised intervention timetables. LAB Members and SLT to interrogate curriculum model, ensuring effective use of Intervention Funding; LAB Members and SLT to ensure curriculum compliance, whilst still enabling additionality in English and Maths; Headteacher to facilitate scheduled meetings with key staff.	PHE	GAG	September 2020 and ongoing
Training for teachers on differentiating the curriculum and effective communication with parents. Training and recruitment of TAs to meet needs as they arise.	Staff to enrol on appropriate CPD. Internal PD to focus on outstanding teaching and differentiation. (See SIP) TA time allocated	BF	GAG/PD Time	September 2020 and ongoing
Access arrangements to offer swift, confident and effective assistance to succeed in examinations.	Training for SEND staff and EO to ensure up to date understanding and confident usage; SENCO and EO to monitor.	BF	GAG	September 2020 and ongoing
Develop Claro e-reader usage and promote integration into Key Stage 4.	Where appropriate, staff objectives in appraisal records to develop use of assistive technologies and support teaching staff in integrating as a <i>normal way of working</i> ; SENCO to ensure compliance regarding these objectives, as well as liaising with the EO, ICT staff and Head of English.	BF	LT	September 2020
Increase availability of alternative format for school information e.g. audio format for prospectus, on request.	To ensure that prospectus is available in A3-sized version and audio version.	RM	SBM Time	September 2020
To improve test outcomes for a greater proportion of students, to improve confidence and aid tracking.	To evaluate the viability of replicating Key Stage 4 access arrangements within Key Stage 3; SENCO, SEND Teachers and Examinations Officer to present a strategy to SLT and SBM.	BF	SENCO/EO Time	September 2020

<b>Medium-Term Plans (12-36 months)</b>				
<b>Objective</b>	<b>Strategies and Actions</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Timeframe</b>
To be confident and responsive in terms of using assistive technologies to support students with SEND in accessing their learning.	To communicate to, teachers, parents, students and specialists the value and potential of new technologies to support students with SEND in accessing their learning; SENCO to oversee the training staff for use of new technologies; SENCO to collate feedback and report to Headteacher.	BF	GAG	September 2021 and ongoing
Continued PD regarding differentiation terms of range of SEND. Ongoing TA CPD to increase skills base.	Differentiation, with a focus on SEND, to be items at appropriate internal CPD sessions for all staff: LA support SENCO briefings Internal CPD	BF/GSA	GAG	September 2021 and ongoing
Newly-re-configured and refurbished Reception area (May 2020); no hearing loop.	SBM to liaise with Premises team regarding guidance and possible instillation.	RM	GAG or grant funding	September 2021
Braille signage in terms of emergency exits, but full review required.	RM to contact the Site Manager.	RM	GAG	September 2021
To continue to review and develop an appropriate 11-16 curriculum for all students at the school with SEND in light of changes to the National Curriculum, examinations at KS4, funding and the amendments to the Code of Practice.	SENCO/SLT to research good practice both nationally and internationally to develop a sustainable curriculum which is exciting and relevant to students with SEND.	BF	GAG	September 2021 and ongoing
To enable "A" Block doors to be accessible to all.	Install push pads/automatic doors at both ends of the block; RM to source best-value solution To access grant funding e.g. CIF; this is a very grant-dependent aspect.	RM	SCA Funding request or DFC	September 2022

**Accessibility Audit – June 2020**

<b>Feature</b>	<b>Description</b>	<b>Actions to be taken (including NA)</b>	<b>Responsibility</b>	<b>Timeline</b>
<b>Entrances</b>	No steps to any entrance; there is an automatic door entry to all blocks except A Block.	See medium-term objectives.	RM	September 2022
<b>Reception area</b>	Newly-re-configured and refurbished Reception area (May 2020); no hearing loop.	SBM to liaise with the Site Manager regarding guidance and possible installation.	RM	September 2021
<b>Parking area</b>	Fully accessible, with wide bays and designated spaces; non-slip paving present.	NA	NA	NA
<b>Number of floors</b>	Three blocks have two floors, with one possessing a lift; school would facilitate access to full curriculum and resources by creative timetabling.	NA	NA	NA
<b>Lifts</b>	New lift in B Block, and training complete.	Ongoing maintenance and training	PM	When required
<b>Ramps</b>	Access to PSC is via a ramp, and all other areas are accessible without encountering steps.	NA	NA	NA
<b>Toilets</b>	There are 3 disabled toilets (1 in B Block and 2 in C Corridor).	NA	NA	NA
<b>Corridor access</b>	Full width, no steps.	NA	NA	NA
<b>Signage</b>	Braille signage in terms of emergency exits, but full review required.	RM to liaise with the Site Manager	RM	September 2021
<b>Emergency access routes</b>	All routes open and are checked by external consultant; full access to muster points.	NA	NA	NA
<b>Pathways</b>	All clear and accessible.	NA	NA	NA
<b>Playing field/playground</b>	Large grounds to rear of school and hard area, and two quads - all fully accessible and compliant.	NA	NA	NA
<b>Classrooms</b>	SSIPs in access, and wheelchair users to have TA and specific teaching area; automatic lights in A and E Blocks.	NA	NA	NA
<b>ICT Access/Library Access/Hall Access</b>	Laptops and handheld devices available; 3 ICT rooms on ground floor, with lift to main ICT room (B4).	NA	NA	NA