

## Lampton School Accessibility Plan 2017-2020

### Increasing the extent to which disabled pupils can participate in the curriculum

Target	Strategies	Outcome	Time frame
All pupils with disabilities to be identified as early as possible after they join Lampton School	<ol style="list-style-type: none"> <li>1) To screen students transferring from primary school and make staff aware of the needs of students with disabilities.</li> <li>2) To provide referrals for assessment/diagnoses of students joining the school who have not been diagnosed as disabled or who may join the school part way through a school year</li> </ol>	Students, parent/carers and staff have an accurate diagnosis of a student's requirements. This should lead to the appropriate provision being made available in school e.g. dyspraxic students and those on the autistic spectrum.	On going
All staff are suitably trained to provide differentiated resources and activities in class for disabled pupils	<ol style="list-style-type: none"> <li>1) Review the needs of children with disabilities</li> <li>2) Ongoing training for staff on differentiation of the curriculum, in particular for new staff.</li> <li>3) Inset session arranged on student learning needs and support.</li> </ol>	All resources and lesson activities are suitably differentiated for pupils with disabilities	On going
Disabled pupils to be provided with suitable examination arrangements	<ol style="list-style-type: none"> <li>1) Early identification of disabled students by SEND staff.</li> <li>2) Provision of appropriate assessment / examination material within school assessments and external assessments.</li> </ol>	<p>All pupils with disabilities to have appropriate support to help them successfully complete their exams.</p> <p>Any barriers to disabled pupils achieving their full potential will be removed</p>	On going
All pupils with disabilities to be included on school trips, unless	<ol style="list-style-type: none"> <li>1) Identification of the needs of disabled students</li> </ol>	All pupils with disabilities to take part in at least one trip per	On going

there are severe health and safety considerations that cannot be overcome.	<ul style="list-style-type: none"> <li>2) Additional staffing provided for school trips if necessary</li> <li>3) Staff training</li> <li>4) Parent/carer advice/co-operation to be sought when making decisions about school visits</li> </ul>	academic year	
All pupils with disabilities should have access to a curriculum that matches their needs	<ul style="list-style-type: none"> <li>1) The SENCo with JHE and AKA to develop a curriculum offer that is appropriate for disabled pupils in Y10</li> <li>2) SENCo to present proposal to 1) above to leadership</li> </ul>	There should be an appropriate pathway for all students from Y10 to Y11. This would include a foundation pathway	All to be completed by February 2019

**Improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided**

<b>Target</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time frame</b>
Ensure that all areas of school building and grounds are accessible for all pupils and adults	<ul style="list-style-type: none"> <li>1) SENCo and site staff to audit accessibility of school buildings and grounds.</li> <li>2) SENCo and site staff to create an action plan based on the audit findings</li> </ul> <p>Action plan may include</p> <ul style="list-style-type: none"> <li>1) Ensure that designated parking area is kept reserved for disabled users</li> <li>2) Resurface playground to the rear of the school building</li> <li>3) Remove tree from front of building and resurface parking</li> </ul>	Disabled pupils and visitors find the school site and buildings are easy to access	Audit to be completed by May 2018

	area.		
To ensure that the physical environment is decorated to support the needs of disabled pupils and visitors	<ol style="list-style-type: none"> <li>1) Seek relevant advice on appropriate colour schemes for students with severe visual impairment.</li> <li>2) Provide contrast to nosing of steps and ramps.</li> </ol>	As classrooms and common areas are redecorated they become more accessible to pupils	On going

### Improving the availability of accessible information to those with disabilities

Target	Strategies	Outcome	Time frame
Written materials to be made available in alternative forms.	<ol style="list-style-type: none"> <li>1) Review all current school documentation, information and publications</li> <li>2) School documents information and publications to be made available in formats that are accessible to people with disabilities</li> <li>3) Monitor uptake of documents in alternative formats</li> </ol>	Improve communication between the school and parents / carers.	On going
Website to be accessible to disabled people	Work with website developer to explore the use of software that supports users with disabilities such as verbal reader and expanding print software.	Improve communication between the school and parents / carers.	Website to be redeveloped by Sept 2018
Create a confidential register of pupils, parents / carers and staff	<ol style="list-style-type: none"> <li>1) Request information from staff, pupils and parents / carers and staff on their disabilities</li> <li>2) Collate information into a confidential document</li> </ol>	Pupils, parents / carers and staff will be proactively offered information in an appropriate format	2) Confidential document to be created by December 2018
All lesson resources will be accessible disabled to pupils	1) Provide information to staff so that they are aware of the needs of the disabled pupils in	Disabled pupils are able to access resources used in lessons and are not prevented by the format of	April 2018

	<p>their class</p> <p><b>2)</b> Provide support to teaching staff (through a TA or reprographics) so that they can produce the resources that are accessible to disabled pupils</p>	<p>lesson resources from making good progress.</p>	
--	---	--	--