

## 2.27 THREE YEAR ACCESSIBILITY PLAN

Leweston School is housed in buildings built from the 18th Century onwards. Consequently the school's Accessibility Plan is a live document, constantly under review and modification as the site is developed to meet evolving school needs.

### Ethos and Aims of Leweston School

The ethos of any school has its source in the convictions of all those who work there, Governors, pupils and staff. All schools have values: the extent to which those values are earthed in practice constitutes a school's ethos. Courtesy, affection, a strong sense of community, self-respect, respect for others and their gifts and respect for the academic enterprise are qualities to which Leweston pupils, at their best, aspire.

Leweston aims to offer the highest quality of teaching and learning, and support all pupils in the pursuit of academic and personal excellence. We have high expectations of all of our pupils and we strive to ensure that each and every pupil can take part in the whole school curriculum. We value the diversity of our school community and appreciate the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life.

We have an admissions policy and criteria (available to view on our website) which seek to remove barriers of entry to our School for pupils with special needs and/or disabilities. We strive to be a fully inclusive and welcoming school.

We regularly review and take steps to improve the physical environment of the School in order to increase the extent to which disabled pupils are able to take advantage of education and associated services on offer. We have a variety of different buildings of differing styles and ages whose functions have changed over the years. Many are listed and are not available for major structural change. It is, however, the policy of the Governors to improve access to buildings and facilities over a period time, as finances and planning regulations permit.

As a part of the School Business Plan, the school has a considered refurbishment and development programme which, in recent years, has included a number of developments which increase access for disabled pupils. All new buildings have lifts and wheelchair access and many of the older buildings have wheelchair access via paths, ramps and lifts to most areas of the School, especially to the main entrance where there is also disabled parking provided in front of the Manor House. Nonetheless, due to the constraints of the site, some routes can be circuitous and parts of some buildings remain inaccessible.

We provide written information to pupils with disabilities in ways that are user-friendly and fully support the pupils in their learning experience. Our staff regularly review their teaching strategies to ensure that any potential barriers to learning and participation by disabled pupils are removed. We support our teaching and non-teaching staff with a programme of in-depth training designed to raise their awareness of disabilities and to enable them to minimise any potential difficulties for pupils. We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials.

Pupils with individual education plans are monitored regularly and reported on at least twice yearly to assess progress relating to their individual plan (PLP) targets.

We have pupils with Dyslexia and with dyspraxia - named as disabilities under the Disability Discrimination Act. We also have a number of students who have been assessed for "visual stress" and as a consequence

wear glasses with tinted lenses for classroom work and reading. All our pupils are fully integrated into school life and participate in the whole curriculum including extra-curricular activities (such as school trips).

We take a fully inclusive approach to our staff recruitment and aim to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. We actively implement the school's equal opportunities policy for staff in the day-to-day management of Leweston. We have members of staff with medical disabilities and all staff are provided with the necessary support for their roles. We regularly review our staff's needs to ensure these are being met and we currently have no governors on our governing body with medical disabilities.

Disability policy review is a role for the Senior Leadership Team (SLT) and we may co-opt additional members whose expertise in any field would be of assistance such as; the Heads of Individual Needs (I.N.) or EAL and the school's Health Centre staff (RGNs). In collaboration with these supporting roles, the Bursar, the RGNs and Heads of I.N. & EAL will review annually the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled.

We also work with two Doctors from the local Medical Centre, following implementation in September 2014 of our link into the NHS database. The data will then be used to verify current provision and feed ongoing plans which will involve input from all; teaching staff, support staff, pupils and parents.

Following the review, recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future are made to the SLT.

Where required, the recommendations will then go forward to the Governor's Finance & General Purpose meeting for inclusion in budgetary plans. The review will also feed revisions and updates to the School's disability inclusion, SEN and learning support policy as well as this Accessibility Plan.

We will regularly monitor the success of the plan and it will also be reviewed annually by the governing body. The governing body will report on how targets have been met in their annual report to parents (and what impact they have had on the achievements of pupils with disabilities).

## Action Plan

The following have been carefully considered by the School's disability policy review and is regularly monitored:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training



- Welfare

The results of Leweston's audit and continuous monitoring of the above has informed the action plan below:



| Target  | Action Required   | Lead                             | Resources Required   | Evidence of Impact on Stakeholder  | Target Completion Date (short/med/long term)   | Review  |
|---|---|----------------------------------|--|--|--|---|
| Greater understanding of pupils with individual needs & better planning to meet those needs.      | Inset on revised SEND policy & new recommendations  | Head of I.N.                     | None   | Case Studies available   | Inset delivered by Head of I.N.; every September   | Head of IN presents at the beginning of every term.     |
| Increase range of teaching styles to facilitate greater variety for different learners.           | Improved learning through a variety of teaching styles, particularly for students with I.N. or EAL.   | Head of I.N. & Head of Learning  | sharing good practice at INSET sessions  |  | Initial phase complete and ongoing through departmental review & HoDs meetings.              | Always ongoing  |
| Increase range of teaching styles to facilitate greater variety for different learners.           | Sharing of good practice from shared lesson observations and departmental meetings.   | Head of I.N. & Head of Learning  |  |  | Ongoing through departmental reviews & HoDs meetings.  | Always on going   |
| Development of physical accessibility around the site.  | To make every area of the site accessible to pedestrians & non-pedestrians.   | Bursar & Deputy Head             | Funds  | Evaluate possible use with students<br>Matthew Hayward access to teaching facilities etc | Ongoing. Access to MH classroom a priority   | Likely to be considered when classrooms are redeveloped |
| Development of physical accessibility to boarding spaces.   | To make boarding spaces more accessible.  | Governors                        | Funds and the restrictions on listed buildings   | Evaluate possible use with students  | Long term strategy as it requires lifts in the mansion house or alternative boarding spaces. |   |
| <b>Sports Hall:</b> No lift to Balcony for spectators   | Improve access and availability of facilities for pupils, staff & visitors  | Bursar & Deputy Head             | Funds  | Monitor in case further action required  | Ongoing  |   |
| <b>Swimming Pool</b> has no specific provision to access the water itself                         | Improve access to pool itself   | Bursar & Deputy Head             | Funds  | Consider installing lowering lift  | Long term strategy   |   |
| All out-of-school activities are planned to ensure the participation of the whole range of pupils | Continuous review all out-of-school provision to ensure compliance with legislation. All risk assessments take account of pupils with disabilities. | Bursar & Deputy Head<br>Pastoral | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all | Increase in access to all school activities for all disabled pupils                      | Ongoing  |   |



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|   |  |     | current and future legislative requirements. |   |   |                          |
| Training for Awareness Raising of Disability Issues | Provide training for governors, staff, pupils and parents<br>Discuss perception of issues with staff to determine the current status of school | SLT | CPD time                                     | Whole school community aware of issues relating to Access | Ongoing through each CPD day & other staff/Gov opportunities. | Sep 24 – inset on autism |