



Accessibility Plan

Last reviewed: May 2024

Approved by: Trust Board

Date: July 2024

Next review due by: July 2027

Member of staff reviewing policy: Assistant Principal, SEN & Wellbeing

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which students with disabilities can participate in the curriculum
- Improve the physical environment of the school so all students' needs are fully met and they achieve their potential
- Improve the availability of accessible information for students with disabilities

We endeavour to treat all students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. We are committed to meeting the personal aspirations of our students and their families. Our aim is to help students to develop meaningful skills for life in a safe and caring environment where they will get the most out of learning and grow in confidence.

Our key aims and objectives for our students are to:

- provide a setting to meet the educational, social and personal needs of autistic students in Leeds and the surrounding area
- develop high quality learning and teaching with an emphasis on supporting each student through a planned transition to further education, training or employment
- develop enhanced life and independent living skills
- work with parents and carers to provide them with the necessary skills to extend and enhance their child's learning

This plan will be made available online on the school website, and paper copies are available on request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement this plan.

Our school's complaints procedure covers this Accessibility Plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Lighthouse School's Student Council have been consulted during the development and finalisation of this Accessibility Plan.

The main priorities of the school's plan:

1. Increase the extent to which disabled students can participate in the school curriculum:

- Staff receive training in making the curriculum accessible to all students and are aware of its importance. An evidence-based Continuing Professional Development (CPD) programme is available to support all staff
- The school accesses relevant external training and conferences by local providers and shares practice at network meetings. The school continues to seek relevant specialist agency support from multiple external partners and directly employs or commissions:
 - Speech & Language Therapists
 - Occupational Therapists
 - Child & Adolescent Psychoanalytic Psychotherapists

2. Improving the physical environment of the school:

In line with the Lighthouse School Design Development Brief 26.6.14, the school building has been renovated to comply with the following statutory regulations and guidance:

- Education (school Premises) Regulations 1999
- DfE Building Bulletins BB91 "Access for Disabled People to school Buildings – Management and Design Guide"
- BB94 "Inclusive School Design - Accommodating Pupils with Special Educational Needs and Disabilities in mainstream schools"
- BS 8300:2001 "Design of buildings and their approaches to meet the needs of disabled people – Code of Practice"
- BS 5588-8:1999 "Fire precautions in the design, construction and use of buildings – Part 8 Code of Practice for means of escape for disabled people"
- The published findings of "Project Rainbow" by the University of Reading on Colour and Contrast for the visually impaired.

3. Improve the delivery of information to students with a disability

We work with local services, including those provided through the Local Authority that provide information in alternative formats when required or requested.

2. Legislation & Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison to one without. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action Plan

1. Increase access to the curriculum for students with a disability				
Current good practice	Objectives	Actions	Who	When
Differentiated curriculum for all students. Resources tailored to the needs of individual students. Curriculum progress is tracked, targets are set effectively and are appropriate for students' needs. The curriculum is reviewed to ensure it meets the needs of all students. The curriculum includes our 4 Cornerstones • Curriculum • Wellbeing • SaLT • Skills & Experience Bi-weekly staff / student briefings to ensure whole school awareness of students' evolving needs.	All students with a disability will be able to fully access our curriculum. Students with a disability will be more engaged with their learning as a result of the access arrangements put in place.	Annual access arrangements CPD. CPD delivered to all subject leaders on differentiation. Data analysis of student progress with action plans put in place to support those not making expected progress. Conference feedback so students are more aware of their own learning targets. Regular reviewing of the curriculum to ensure it matches students' needs. Thorough handover of key information relating to new students, sharing of resources and best practice to support individual student's needs. Enlarged worksheets for students with Visual Impairment (VI). Open Dyslexia font used whenever possible for students with dyslexia.	Subject leaders for each Curriculum Subject. Daniel Sitkin	HT3 each year

		Green paper and overlays used for students with dyslexia. Learning activities are planned so that they are inclusive for young people with disabilities. Access arrangements updated regularly and utilised effectively for exams. Laptops available for students with Visual Impairment (VI) or fine motor skill difficulties. Any other bespoke access arrangements required for students to fully access learning.		
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2. Improve and maintain access to the physical environment				
Current good practice	Objectives	Actions	Who	When
The environment is adapted to the needs of students as required. This includes: • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Accessible height seating	Access to first and second floors for staff and students.	Service Level Agreement in place for lift maintenance / annual servicing.	Site Manager / SLT	Ongoing
	The corridor width complies with statutory requirements to allow access to all parts of the building.	Current building is compliant, any new extension needs to adhere to these regulations.	SLT	Ongoing
	Disabled parking bays are marked and clear for staff and visitors.	Annual check and repainting as required.	Site Manager	Ongoing
	Disabled toilets are available for staff, students and visitors.			
	Disabled toilets are alarmed.	Alarms are serviced annually.	Site Manager / SLT	Ongoing

3. Improve the delivery of information to students with a disability				
Current good practice	Objectives	Actions	Who	When
Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Visual timetables • Information accessible for parents and stakeholders	Internal signage supports movement around the school building.	Review of signage in place and amend if necessary.	Site Manager	Ongoing
	All students have access to and understand key information.	Large print resources are available for students.	Curriculum staff	Ongoing
		Large print resources are available for parents on request.	Administration staff	Ongoing
		Visual timetables are available to all students.	Administration staff	Ongoing
	Parents and carers feel heard and are involved in decision-making.	Beacon, parent voice	Operations team	Ongoing
	Parents and carers are aware of the school's social media and online presence.	Commission new website and regularly update social media page.	SLT / Operations team	Ongoing
	Parents and carers regularly receive key information through a variety of mediums.	News posted on Facebook and school website.	Administration staff	Ongoing

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Assistant Principal SEN & Wellbeing, and approved by the board of trustees.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment Policy
- Health and Safety Policy
- Complaints Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) Information Report
- SEND Policy
- Supporting pupils with medical conditions policy