



## **Longacre School SENDA Accessibility Plan**

**Plan Written: June 2019**

**This policy includes the Early Years Foundation Stage**

### **1. Introduction:**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001 (SENDA) and by the Equality Act Schedule 10 (2010) – Accessibility for disabled pupils. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

### **2. Definition of Disability:**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

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

At Longacre School, we recognise that Specific Learning Difficulties (SpLDs) affect the way information is learned and processed. They are considered a neurological disability (rather than psychological), are usually hereditary and occur independently of intelligence. They include the following:

- Dyslexia
- Dyspraxia or Developmental Co-ordination Disorder
- Dyscalculia
- Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder

The curriculum and medium term planning are designed to ensure teaching is tailored to suit all children's needs, including those with a Specific Learning Difficulty. Children will display one or more of any of the following:

#### **a) Information Processing:**

- Difficulties with taking in information efficiently (this could be written or auditory).

- Slow speed of information processing, such as a delay between hearing something and understanding and responding to it.
- b) **Memory:**
- Poor short term memory for facts, events, times, dates.
  - Poor working memory; i.e. difficulty holding on to several pieces of information while undertaking a task e.g. taking notes as you listen, coping with compound questions.
  - Mistakes with routine information e.g. giving your age or the ages of your children.
  - Inability to hold on to information without referring to notes.
- c) **Communication skills:**
- Lack of verbal fluency and lack of precision in speech.
  - Word-finding problems.
  - Inability to work out what to say quickly enough.
  - Misunderstandings or misinterpretations during oral exchanges.
  - Over-loud speech (which may come across as aggressive) or murmuring that cannot be clearly heard.
  - Sometimes mispronunciations or a speech impediment may be evident.
- d) **Literacy:**
- Lateness or difficulty in acquiring reading and writing skills. Some dyslexic adults have severe literacy problems and may be functionally illiterate.
  - Where literacy has been mastered, residual problems generally remain such as erratic spelling, difficulty extracting the sense from written material, difficulty with unfamiliar words and an inability to scan or skim text.
  - Particular difficulty with unfamiliar types of language such as technical terminology, acronyms.
- e) **Sequencing, Organisation and Time Management:**
- Difficulty presenting a sequence of events in a logical, structured way.
  - Incorrect sequencing of number and letter strings.
  - Tendency to misplace items; chronic disorganisation.
  - Poor time management: particular difficulties in estimating the passage of time.
- f) **Direction and Navigation:**
- Difficulty with finding the way to places or navigating the way round an unfamiliar building.

**g) Concentration:**

- Weak listening skills, a limited attention span, problems maintaining focus.
- A tendency to be easily distracted, inability to remain focused.

**h) Sensory Sensitivity:**

- A heightened sensitivity to noise and visual stimuli.
- Impaired ability to screen out background noise or movement.
- Sensations of mental overload / switching off.

**i) Lack of awareness:**

- Failure to realise the consequences of their speech or actions.
- Failure to take account of body language.
- Missing the implications of what they are told or interpreting it over-literally.

**j) Dyslexia:**

Dyslexia is a hidden disability thought to affect around 10% of children, 4% severely. It is the most common of the Specific Learning Difficulties, a family of related conditions with considerable overlap or co-occurrence. Together these affect around 15% of children to some degree.

**k) Dyspraxia:**

Developmental Co-ordination Disorder (DCD), also known as Dyspraxia in the UK, is a common disorder affecting fine and/or gross motor coordination. The range of intellectual ability is in line with the general population. A child's co-ordination difficulties may affect participation and functioning of everyday life skills and children may display difficulties with self-care, writing, typing, riding a bike, play as well as other educational and recreational activities. There may be a range of co-occurring difficulties which can also have serious negative impacts on a child's development. These include social emotional difficulties as well as problems with time management, planning and personal organisation.

**l) Dyscalculia:**

Dyscalculia is characterised by an inability to understand simple number concepts and to master basic numeracy skills. There are likely to be difficulties dealing with numbers at a simple level; this includes learning number facts and procedures, telling the time, time keeping, understanding quantity, prices and money. Difficulties with numeracy and maths are also common with dyslexia.

**m) Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder:**

Signs of Attention Deficit (Hyperactivity) Disorder include inattention, restlessness and impulsive, erratic, unpredictable or inappropriate behaviour; blurting out inappropriate comments or interrupting excessively. If no hyperactivity is present, the term Attention Deficit Disorder should be used: these individuals have particular problems remaining focussed so may appear 'dreamy' and not paying attention. Children with this condition are very easily distracted, lose track of what they are doing and have poor listening skills. By failing to pay attention to details, they may miss key points of the teaching and learning.

### **3. Key Objective:**

To reduce and eliminate barriers to access the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

### **4. Principles:**

Compliance with the DDA is consistent with the School's aims and Equal Opportunities Policy; the School recognises its duty under the DDA (as amended by the Special Educational Needs and Disability Act (2001) and Equality Act, Schedule 10). The School must prepare an Accessibility Plan which, over a prescribed period:

- increases the extent to which disabled pupils can participate in the school's curriculum;
- improves the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services offered by the school
- improves the delivery of information to disabled pupils which is readily accessible to those pupils who are not disabled.

In preparing an Accessibility Plan, the School must

- publish it in writing;
- ensure that realistic timeframes are established for the delivery of the plan
- set aside sufficient resources (financial and time) for its implementation
- have it available for inspection.

### **5. Linked Policies & Documents**

This Plan will contribute to the review and revision of related school policies and documents to include, e.g.

- School development plan
- Staff development plan
- Building and site development plan
- Equal Opportunities Policy

It should be read in conjunction with the School's SEND Policy.

## **6. Longacre School Accessibility Plan**

This Plan sets out the proposals of Longacre School (including its Early Years) to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. Improving access to the curriculum
2. Improving access to services and facilities
3. Improving access to information

It is a requirement that the School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary. The Finance Director and Estates Manager will consult it when annual work schedules are being established. The Head and School Leadership Team will consult it when inputting into the School's Five Year Operational Plan.

In addition the school holds an annual meeting of the Head, Finance Director, SENCO and Estates Manager, to monitor accuracy of the Accessibility Plan and review provision for the following year's intake of pupils, their parents and also for new staff members joining the team. The ongoing review of the Five Year Operational Plan will monitor progress against stated objectives and time frames.

## **7. Review of current needs**

A key starting point for the School's Plan is the assessments of:

- Current pupil information
- The physical nature of the school and of the nursery
- The school's existing provision

	<b>Longacre School</b>
<b>Current Pupils</b>	<p>There are no pupils or staff with a physical disability.</p> <p>No parent of a pupil is wheel-chair bound. One pupil has a sibling, who does not attend the school, who is disabled.</p>
<b>Physical Nature of Site</b>	<p>The School is within a woodland area. It is housed within a mix of buildings including an old Victorian building at its heart. Without considerable expenditure, some of the corridors, door widths and stairs make it difficult for all areas of the school to be accessible to those individuals with physical disabilities, although these are predominantly office spaces.</p> <p>More recent buildings do offer accessibility and the buildings erected since 2005 are constructed to current standards of access. A lift serves all floors of these teaching facilities.</p> <p>For staff members, those areas which are currently inaccessible will be avoided when assigning roles and responsibilities within the organisation.</p> <p>For children, there is flexibility to assign only those teaching rooms which are accessible for the majority, if not all, of their daily timetable.</p> <p>A working lift gives access to the Upper floors of the Founders Building where a good number of specialist classrooms, e.g. Art and Science are located and the Palmer Hall to the lower floor to access sports and performance lessons.</p>

## **Existing Accessibility**

### **Admissions**

The Admissions Policy is founded upon equality. Beyond the school requiring its pupils to display a level of ability and understanding to allow him/her to thrive at the school, it is non selective.

Places in the Early Years are awarded entirely on the basis of chronological application (with siblings taking priority) and desired sessions (by day and time of day) being available. Prompt return of forms, and payment of deposits, secure the place. Failure to follow the due administration process could result in the place being rescinded and offered to another party.

Places are awarded on a first come, first served basis with siblings of existing pupils securing priority over pupils joining from outside the school community. Pupils in Form 1 and above are assessed on entry. All pupils undertake the same, age appropriate tests.

Information about the admissions process currently appears on the website and within our literature which is mailed out to interested families on request. Special dispensation e.g. extra time to do the assessment will be given to those pupils who are known to have a special learning need at the time of the assessment where appropriate. Please note that for NVR assessments additional time is not permissible. The observations and recommendations of the Head or class teacher are given due weight and consideration.

Places are not awarded on the grounds of physical, academic, financial or any other advantage.

Access to the curriculum for all pupils is supported through differentiation by task, support and outcome, through the use of small focus intervention groups and one to one focused support.. Children have access to many resources to assist access such as shaped cushions, pencil grips and reading rulers.

**Facilities**

The School Office and main areas of the School open to the public are accessible.

The Palmer Hall (housing Sports Hall, Creative Arts Studio and peripatetic music practice rooms), are fully accessible with disabled access via a lift to all floors. Disabled toilet and shower facilities are accessible in the Palmer Hall

All teaching rooms in the Pre-School, Pre-Prep and Prep are all accessible via the use of lifts or ramp access. Porta cabins (temporary units) are able to offer disabled access via a portable ramp.

The Library, Dining Room, kitchens and Medical Room are ground floor facilities all of which can be accessed.

The Astro Turf and sports fields can be accessed albeit down a relatively steep slope. The rear gates can be used to access the Astro if required.

The Learning Support classrooms, Staff Room, Senior staff offices, Conference Room and administrative offices are inaccessible due to being on the first and second floor of the Old School Building.

All car parks are accessible although the top car park is easier to access. There are two disabled parking spaces outside the front of the School.

No rooms are equipped with loop technology.

None of the admissions information appears in Braille or in recorded form.



### Action Plan for improving accessibility

School House (Main Reception)	Mobile ramp to be made available for access	2015-16 academic year – done
Dining Room	New building will provide disabled access.	Summer 2017 – done
Main Building	Conversion of existing medical facilities into disabled facilities	Summer 2017 done
Overall	Research hearing loop system for all classrooms  Research costing for anti-glare lighting in rooms not currently installed	Michaelmas 2016 ?

### Action Plan for improving educational accessibility:

Objective	Action	Priority	Timing
To improve the knowledge experience of SENCO and SEND team, to further enrich teaching and learning.	Learning Support Staff to attend SEN CPD courses and to SHARE / FEEDBACK to colleagues.	1	Ongoing
To seek support and guidance regarding behavioural issues relating to Speech and Language difficulties ADD/ADHD and ASD.	Training from Specialist in ADHD and ASD	1	Feb '16? Repeat?
To improve knowledge and understanding of the pupils' Specific Learning Needs on the SEN register.	Learning Support Staff to carry out informal assessments of all pupils. Develop range of assessments available	1	Ongoing

To improve links between Learning Support and classroom practice.	Staff Training Appointment of SENCO support	1	Jan '16 Done
	Purchase and distribute pen grips, fiddle toys and reading rulers	1	Sept' 15 Done
	To use coloured backgrounds for PowerPoint /SmartBoard	1	Jan' 16 Done
	To use printed hard copies instead of copying	1	Jan' 16 Done
	To use standard sans serif fonts for worksheets	1	Jan' 16? Done
	To use cream paper for worksheets	1	Jan' 16? Done
Develop small inclusion groups to support access to overall curriculum	Training and support for Teaching Assistants	1	Nov 15 Done
	To continue accessing the EYFS discretionary funding	1	Ongoing Done
	To begin small groups to target gross and fine motor skills and handwriting	1	April 2016 Done
	To begin small groups to target listening skills , speech and language and social skills	1	April 2016 Done Sept' 16 Done
	Purchase extra resources to support group work and enable access	2	Done
To review current structure of the SEND department and to ensure SENCO has sufficient support to meet all children's needs and sufficient intervention	Review the roles and responsibilities of staff (focus on more involvement of TAs).	2	Ongoing

<p>To increase awareness of SpLDs, predominantly dyslexia, dyspraxia and the implementation of strategies.</p>	<p>Staff training/INSET (</p>	<p>2</p>	<p>Ongoing</p>
<p>Increase the number of texts for the dyslexic learner</p>	<p>Audit of current reading facilities Expand particularly for weaker readers – age appropriate texts</p> <p>To expand the phonic reading scheme for Reception and Form I</p>	<p>2</p> <p>1</p>	<p>Ongoing</p> <p>Ongoing</p>
<p>To increase and improve the use of IT in Individual and group Learning Support lessons.</p>	<p>SEN Apps, Mastering Memory, Word Shark &amp; Number Shark in Individual Lessons. E.g. Nesy, Clicker.</p> <p>Increase the number of iPads/laptops in the SEN department</p> <p>Increase the use of coloured filters for tablets/computers</p> <p>Use of IT resources which can read texts aloud</p> <p>Use of IT resources which can convert speech to text</p> <p>Introduce a touch typing club</p>	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>1</p>	<p>2016/17done</p> <p>2016/17 done</p> <p>2016/17 done</p> <p>ongoing ongoing</p> <p>Jan' 16 done</p>
<p>To improve the provision for disabled pupils, of information which is already in writing for pupils who are not disabled.</p>	<p>To review all departmental policies and procedures to ensure provision is made to provide resources and information accessible to all.</p>	<p>3</p>	<p>Ongoing</p>

