



THE LATYMER SCHOOL

ACCESSIBILITY PLAN POLICY

The Accessibility Policy ensures that all students, regardless of disability or learning needs, have equal access to the school

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| Policy adopted | December 2024 (Chairs Action) |
| Policy circulated | December 2024 |
| Review policy | To be reviewed every 3 years |

Introduction

We are proud to be an inclusive school, this is a value shared by all in The Latymer School community. We aim to provide a broad and balanced curriculum for all students, and equal access to the wider aspect of school life. 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). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled students', issued by DfES in July 2002.

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](#).

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995: "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."

Key Objectives of the Accessibility Plan

- a) to increase the extent to which disabled students can participate in the school curriculum;
- b) to improve the physical environment of The Latymer School to increase the extent to which disabled students, staff and visitors can take advantage of education, benefits, facilities and services provided;
- c) Improve the availability of accessible information to pupils with disabilities

Principles

- Compliance with the Disability Discrimination Act 1995 (DDA) is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SEN and Disability Act 2001)
 - Not to discriminate against disabled students in their admissions and exclusions, and provision of education, benefits, facilities and services provided
 - Not to treat disabled students less favourably
 - To take reasonable steps to avoid putting disabled students at a substantial disadvantage
 - To publish an Accessibility Plan

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 Governing Body Pupils and Personnel Committee.
- It will be approved by the Governing Body.

| Aspect | Current good practice | Objective | Action | Who is responsible and by when | Success criteria |
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| Increase access to the curriculum for pupils with a disability | <p>The Latymer School uses a Graduated Approach for the identification of SEND as described in the Code of Practice, 2014. The Learning support Team (LST) will follow the Graduated Approach Flowchart when identifying if a student will require additional support or further investigation.</p> <ul style="list-style-type: none"> •All students follow a broad and balanced curriculum. • Students have equal access to all extra-curricula activities on offer at the school •Staff aware of specific barriers to learning of individual students through a Profile or Teacher Guidance Plan | Staff aware of specific barriers to learning of individual students through a Profile or Teacher Guidance Plan | <p>Time allocated for teachers to review SEN information at the start of each academic year.</p> <p>Staff training to inform staff of any new students with SEN to Latymer, as well as any high-profile SEN students.</p> <p>Staff training for personalised support for individual students where necessary.</p> <p>Leadership training on making reasonable adjustments from an Autism Advisory service.</p> <p>Review the school's Behaviour Policy to ensure inclusivity and reasonable adjustments.</p> <p>Consultation with Heads of Department re. any areas of their curriculum which may pose difficulties for particular SEND students.</p> | <p>SENCo SLT Start of each academic year</p> <p>Teachers Heads of Departments (HODs) SLT SENCo (Ongoing)</p> | <p>Inclusive environment and school community</p> <p>Removal of barriers to learning and participation</p> <p>Excellent academic outcomes for all students</p> <p>Skilled staff with an understanding of a variety of SEN needs</p> <p>Collaborative working with outside agencies</p> |
| | <p>Adaptive teaching and learning for students with SEN: This adaptation may not necessarily be academic, it may include social interactions, organisational support etc.</p> | Staff adapting teaching delivery to ensure accessibility for SEND students. | <p>Lesson observations and feedback.</p> <p>SENCo audits.</p> <p>Regular review of curriculum to ensure full accessibility.</p> | <p>Teachers Heads of Departments (HODs) SLT SENCo (Ongoing)</p> | <p>Inclusive curriculum and learning environment.</p> <p>Quality assurance.</p> |

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| | <p>Adjustments made to teaching methods as necessary, in order to increase access for all.</p> <p>Students who need support identified and appropriate support in place, with the agreement of the student and their parents/carers. Staff at The Latymer School can complete a 'Cause for Concern' form to the Learning Support Team at any time if they are concerned about a student. The Learning Support Team will then investigate the issue further, and may commence an Assess, Plan, Do, Review cycle. Students and parents may raise learning needs concerns to the SENCo, and the Graduated response will be followed.</p> | <p>Expert advice to be fed back to relevant staff on how best to support individual students</p> <p>Clear identification process. Graduated response. School will review shared information from outside agencies, parent/carers, teachers and the individual.</p> <p>School to keep UpToDate on policies and provisions available to SEND students</p> | <p>High expectations of all students. Meetings with staff of an individual or class. General guidance added to Teaching and Learning bulletin. Personalised learning and assessment for learning to be reviewed during lesson observations. Specialist advice can be sought from outside agencies to help school support individuals where appropriate. Scrutiny of SEND data.</p> <p>Staff to share concerns and complete feedback requests in a timely manner. SENCo to continue to share key information for new students. HODs to make departmental time to discuss students of concern.</p> | <p>Teachers Heads of Departments (HODs) SLT SENCo (Ongoing)</p> | <p>Removal of barriers to learning.</p> <p>Early identification resulting in adaptive learning and interaction.</p> |
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| | <p>The Latymer School requests that primary schools fill in a transition report on each student transferring to us. Where a previous need has been identified, the SENCo will then contact the primary school and the family to discuss how best The Latymer School can support the student concerned</p> <p>Implementation of Section F on an EHCP, ensuring staff are fully informed of the educational, medical and pastoral needs of the students. The plan is reviewed annually to account for a student's changing needs.</p> <p>Advice and support is sought from local borough services (e.g. Enfield Autism advisory, Educational Psychologist, School Nurse, Hearing/Visual Impairment Specialist, CAMHS and other medical and emotional support) to advise and do assessments where necessary.</p> | <p>School to continue to review ways to make reasonable adjustments</p> | <p>Annual Reviews conducted and update shared with the students borough</p> <p>Continue consultation with external agencies. SENCo to sit on SEN Panel for Enfield. School to buy in to Traded Services.</p> | <p>SENCo (Ongoing)</p> <p>SENCo (Ongoing)</p> | <p>Removal of barriers to learning. Access to curriculum and extra-curriculum for all.</p> <p>Collaborative working approach. Expert input.</p> |
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| | <p>Use of Specialist equipment to improve access to the curriculum: SENCo ensures reasonable adjustment to the provision of specialist equipment.</p> <p>Exams scripts and provisions to be accessible for all. For example, enlarged Exam Papers, live speaker for Language Listening exams, other Exam Access Arrangements</p> | <p>Where a young person's disability means they may have difficulty writing, access to a laptop in lessons/exams may be made available.</p> <p>Provisions for use of a laptop can be made for students with a temporary injury.</p> <p>Teachers to be aware of students' needs, enlarging, printing colours or modifying, as appropriate, the written material in lessons.</p> <p>Deaf students to have regular practice with a live speaker for listening assessments.</p> | <p>Laptops regularly checked for any faults and fixed in a timely manner.</p> <p>Up to date Exam Access Arrangements register available.</p> <p>Yearly training for JCQ regulations update.</p> <p>Provision made available throughout the year.</p> | <p>SENCo Exams Officer (Ongoing)</p> <p>SENCo Exams Officer (Ongoing)</p> <p>SENCo MFL HODs (Ongoing)</p> | <p>lessons and exams.</p> <p>Normal Way of Working for students.</p> <p>JCQ regulations adhered to, and inspection passed.</p> <p>Maintain 'normal way of working' for students.</p> |
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