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THE LATYMER SCHOOL

Founded 1624

ACCESSIBILITY PLAN POLICY

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

Policy adopted	Full Governors' Meeting March 2010 Updated January 2018
Policy circulated	20 th January 2018
Review policy	To be reviewed every 3 years

This plan is written under the requirements of the Special Educational Needs and Disability Act 2001 and the Equality Act 2010 and set out the school strategy on improving access for disabled pupils including those with learning difficulties.

It covers three aspects:

- a) Increasing the extent to which student with special educational needs and disabilities can participate in the whole curriculum
- b) Improving the provision of written information to students with special educational needs and disabilities
- c) Improving the physical environment of the school in order to increase the extent to which students with special educational needs and disabilities are able to take advantage of education and associated services offered by the school.

The School is committed to meeting with legislative requirements, providing access as defined above and nurturing a culture of inclusion, support and awareness. The School will not treat disabled pupils less favourably, and will take reasonable steps to avoid putting disabled pupils at a disadvantage in matters of admission and education. See also the school Policies on Equality, Admissions, and Special Educational Needs and Disabilities.

Aspect	Target	Strategies	Outcomes	Timeframe	Goals Achieved
	Identification of students with barriers to learning	<ul style="list-style-type: none"> • Consult with the SENCO, Heads of Learning, Assistant Head and all staff to gain assessments and feedback on individual students • Take note of the detail in any Education, Health & Care Plans (EHCP), medical and emotional information and any other pastoral profiles for current students with Special Educational Needs and Disabilities (SEND) and look at information given on prospective students • Consult with Heads of Department re any areas of their curriculum which pose difficulties for particular SEND students • All staff to keep a particular eye on new students to detect any SEND issues not already known about. • Seeking help and support from locally assigned experts (eg Educational Psychologist, School Nurse, Hearing/Visual Impairment Specialist, CAMHS and other medical and emotional support) to advise and do assessments where necessary. • Parents can and will approach the school if they feel their child faces a particular barrier to learning. • After being offered a place the school will work with parents and the primary school to ensure that the transfer is smooth. 	<ul style="list-style-type: none"> • Staff aware of specific barriers to learning of individual students • Staff differentiating teaching delivery to maximise opportunity for learning to be achieved. • Experts offering advice on how best to support these students • Students who need support identified and appropriate support in place • Adjustments made to teaching methods as necessary, in order to increase access for all • Specialist help available to students 	Now and ongoing	<p>Achieved and ongoing SENCO employed and established.</p> <p>Relationships developed with local hospitals and support agencies.</p> <p>Increased focus and support for mental health issues.</p>
A B C	Implementation of SEND Code of Practice	<ul style="list-style-type: none"> • SENCO and Local Authority experts to use their expertise to inform best support for each SEND student, train staff as appropriate and implement suggested actions 	<ul style="list-style-type: none"> • School operating in line with current good practice • Training for staff on supporting SEND students 	Ongoing	

		<ul style="list-style-type: none"> Use auxiliary aids where that will improve access to the curriculum 	<ul style="list-style-type: none"> Scrutiny of results of SEND students, compared with other and nationally Students getting better access to the whole curriculum and school experience 		
B	Worksheets and text books, etc to be accessible to all	Teachers to be aware of students' needs, enlarging, printing colours or modifying as appropriate, the written material in lessons, test and exams	Everyone catered for appropriately	Now and ongoing	Achieved and ongoing
B	Exams scripts to be accessible to all	<ul style="list-style-type: none"> Heads of Departments and Exams Officer to liaise with Exam Boards, enlarging or modifying scripts as appropriate Heads of Department to ensure internal exams are likewise accessible to all Extra time and other access arrangements organised as appropriate for internal and external exams, including entrance exams, in line with JCQ guidelines 	<ul style="list-style-type: none"> Exams presented to students in a way which all can access Appropriate arrangements in place for each individual 	Now and ongoing	Achieved and ongoing
B	Exams to be accessed in the best way for all	Assistant Headteacher and Deputy Head Teacher (Post 16) to liaise with Exams Officer and SENCO re access arrangements for exams (eg if student needs to do exams on word processor needs a script writer, or reader, etc	Appropriate access to exams for all	Now and ongoing	Achieved and ongoing
C	Improve access to the physical environment over time, with planned works in designated areas year on year				