



1. Statement of Intent

- 1.1. This document sets out the Accessibility Statement of Intent for Light Hall School.
- 1.2. The purpose of which is to encourage the ownership, commitment and compliance at all levels of the business and to provide a framework to establish and review Accessibility policies, objectives and guidance across the School.
- 1.3. The School:
 - a. Has an accessibility statement which is part of a formal policy that addresses disability in the broadest sense.
 - b. Is committed to a policy of equal opportunities for all and is committed to both its legal and moral obligations.
 - c. Aims to create an environment that enables anyone to participate fully in the mainstream of school life.
- 1.4. The school has a formal policy that addresses disability, as defined by the Equality Act 2010, and includes:
 - a. Mobility and sensory impairments.
 - b. Mental health issues.
 - c. Specific learning difficulties (SpLD), including the autistic spectrum and Asperger's Syndrome.
 - d. Medical conditions which may have an impact on day-to-day activities.
- 1.5. The School will support this by demonstrating top level commitment to Accessibility, Individual Responsibilities and Staff Training whilst ensuring that Accessibility is represented at Governors Meetings and Termly Safety Meetings.
- 1.6. The leadership sees the development of a positive accessible culture across the school as an essential part of its continued success.

2. Introduction

- 2.1. The Disability Discrimination Act 1995 (DDA) has now been revoked and is replaced by the Equality Act 2010. The board of Governors of Light Hall School recognises the following duties that this places upon them.
- 2.2. Not to treat disabled pupils less favourably for a reason related to their disability.
- 2.3. To make reasonable adjustments for disabled pupils, staff or visitors so that they are not at a substantial disadvantage.
- 2.4. To plan to make reasonable adjustments to the school buildings within practical and economic reason, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.
- 2.5. The planning duties of the Equality Act 2010 make three requirements of the Governing body:
 - a. To increase the extent to which disabled pupils can participate in the school curriculum.
 - b. To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
 - c. Improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- 2.6. The School is required to:
 - a. Resource, implement and review their accessibility plan as necessary.
 - b. Monitor and evaluate accessibility actions and plans by the board of Governors.
 - c. Set out the Governors' proposals for increasing access to education for disabled pupils.
 - d. Set out Governors proposals for maintain or improve accessibility for staff and visitors.



Accessibility Plan

3. Disability and Light Hall School

3.1. Definition as laid down in the Equality Act 2010 definition of disability.

A person has a disability if he or she has a physical or mental impairment that has a “substantial” and “long-term” negative effect on their ability to do normal daily duties’

3.2. The School’s policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of:

- a. Age
- b. Gender
- c. Gender identity
- d. Religion or beliefs
- e. Sexual Orientation
- f. Colour
- g. Disability

3.3. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability.

3.4. Meeting these requirements is consistent with the school’s Disabilities Policy as well as Equal Opportunities Policy.

3.5. This plan will be:

- a. Made available upon request.
- b. Shared with Senior Management and will inform relevant aspects of the school’s development plan.
- c. Available to Ofsted upon request.
- d. Posted on the staff(N) drive: Staff Info / POLICIES 20.21 / HEALTH & SAFETY

3.6. Supporting Policies:

- a. Equal Opportunities Policy
- b. SEND policy and the SEN Information Report
- c. Anti-bullying Policy
- d. Educational Visits Policy
- e. 5 Year Estates Plan

3.7. Previous Adaptations made to the school:

- a. Accessible toilet facilities x 5
- b. Accessible toilet with shower and hoist facilities in Aristotle Block
- c. Adjustable ramp access to the stage in the Lower School Hall
- d. Height adjustable student tables available
- e. Height adjustable sink & hob available in A4
- f. Gandhi Block build in 2008 was built to a fully DDA compliant specification
- g. Installation of interactive screens in all teaching rooms – it is recognised that children with Learning Difficulties and problems with their sight or are partially sighted find it easier to learn when HD screen is used.
- h. Provision of a disabled parking bays at the front and rear of school
- i. All blocks have either ramp access or lowered thresholds
- j. Dual height reception counter

3.8 Further Adaptations are planned / under consideration by the school to further enhance the student experience:

- a) Accessible ramp to main central garden and pond



Accessibility Plan

- b) Accessible student garden and grounds

4. School Access

- 4.1. Site Constraints:
 - a. There are no significant external level changes within the school grounds.
- 4.2. Pedestrian Access:
 - a. There is no restricted access to the school.
- 4.3. Public Transport:
 - a. There are two bus stops opposite the school gates.
 - b. Bus and coach parking is available within the school grounds.
- 4.4. Parking Arrangements:
 - a. There are 20 adjacent parking bays provided, 2 of which are designated as Accessible Bays.
 - b. Routes from this parking provision to the two entrances are step-free and on clearly designated shared surfaces.
 - c. There is a drop-off turning head nearer to the building for general drop-off, vehicles dropping disabled visitors are permitted to enter from Hathaway Road and approach close to the building entrance.
- 4.5. Communal Entrances, Foyer and Reception Area:
 - a. Two entrances are provided with the main staff and visitor entrance has controlled access and self-opening doors.
 - b. The main student entrance has controlled access for pedestrians only, and is a staff operated gate.
 - c. Immediate external routes and entrances are level or are provided with suitably specified level access, door opening forces, lighting, and signage.
 - d. Level access is provided over the threshold for each entrance.
 - e. The reception desk is designed with an accessible height counter.
 - f. Reception has a portable induction loop provision.
- 4.6. Internal circulation of corridors
 - a. All ground floor 'core' corridors have a width that ensures full access for wheelchair users.
 - b. Upper circulation (Gandhi Block Only) is generally open plan with the corridors proposed serving the Accessible WC and Lift locations.
 - c. Careful consideration of the surfaces, signage and lighting has been undertaken.
- 4.7. Internal Vertical Circulation (Lifts and Stairs)
 - a. Staircase provision has been developed to meet the requirements of Building Regulations.
 - b. Passenger lifts:
 - There are two passenger lifts of different sizes
 - Both lifts are as the minimum recommended dimensions of 1400mm deep x 1100mm wide and with travel speeds to suit the intended height of travel and frequency of use.
 - c. Careful consideration of the surfaces, signage and lighting has been undertaken.
- 4.8. Emergency Egress



Accessibility Plan

- a. The school has an Emergency Evacuation plan that:
- Makes provision for student's staff or visitors with physical or mental impairment.
 - Provides a bespoke evacuation plan for to the individual buy using a PEEP (personal emergency evacuation plan.)
 - 4 refuge areas are available in Gandhi Block but their use is discouraged and not part of any PEEP.
 - Evacuation sleds and chairs are available with staff trained accordingly in their use.

5. School Curriculum

5.1. The extent to which disabled students can participate in the curriculum:

Objective	Strategy	Outcome	Timescale	Owner
Ensure the admission process captures the needs of SEND students.	<ul style="list-style-type: none"> * Ensure the Inclusion faculty is consulted regarding potential pupils with SEND in order to ensure reasonable adjustments can be made. * Transition day for primary SENDCOs 	<ul style="list-style-type: none"> * Appropriate arrangements in place for SEND students. * Facilities to consult / project manage relevant contractors for improvement or alteration works as required. 	<ul style="list-style-type: none"> * Termly via SEND meetings * Annual external audit * Pre contract work commencement * Post work completion 	<ul style="list-style-type: none"> * HOY 7 * SENDCO * Year 7 Pastoral Manager * Facilities Director
Develop greater awareness of successful strategies for SEND students	<ul style="list-style-type: none"> * Coordinate a range of voluntary CPD opportunities for staff. 	<ul style="list-style-type: none"> * Staff confident in providing appropriate teaching and support for SEND students. 	<ul style="list-style-type: none"> * Termly via SEND meetings 	<ul style="list-style-type: none"> * SENDCO
Maintain a commitment to providing SEND students with well-trained and qualified specialist teaching where required.	<ul style="list-style-type: none"> * Maintaining budgets for specialist staff 	<ul style="list-style-type: none"> * SEND Students have access to appropriately qualified staff and teaching if necessary. 	<ul style="list-style-type: none"> * Termly via SEND meetings 	<ul style="list-style-type: none"> * Governors * Headteacher
Use of ICT to support students with SEND in the classroom.	<ul style="list-style-type: none"> * Research appropriate technology. * Increase bank of laptops for use across the curriculum. * Introduced bespoke stall desktop facilities * Install INTERACTICE SCREEN with built in education software. 	<ul style="list-style-type: none"> * Staff training to provide appropriate technology teaching and support for SEND students. * SEND students work with increased independence using assistive technology. 	<ul style="list-style-type: none"> * Termly via SEND meetings 	<ul style="list-style-type: none"> * SENDCO * Facilities Director



Accessibility Plan

6. SEND Students

6.1. Improving the delivery of information:

Objective	Strategy	Outcome	Timescale	Owner
Provide textbooks and worksheets in suitable colours, fonts and sizes.	* Teachers adapt worksheets / textbooks to ensure accessibility	* Students with reading difficulties can access learning material	* Termly via SEND meetings	* SENDCO * All staff
Ensure hearing impaired students can access assemblies.	* Careful seating plans in assembly room. * Use of radio microphone where necessary.	* Hearing impaired students can access assemblies and receive information on school life and activities. * Facilities to consult / project manage relevant contractors for improvement or alteration works as required.	* Termly via SEND meetings	* Anyone delivering assemblies. * Facilities Director
Provide prospectus and school information in a variety of accessible formats	* Research sources of alternative formats.	* If needed, the school could provide information in alternative formats.	* Termly via SEND meetings	* Headteachers's PA
Ensuring building projects take into account the physical environment in relation to SEND requirements	* To reviewed as part of each project. * Consult where required	* Accessible physical environment meeting needs of all. * Facilities to consult / project manage relevant contractors for improvement or alteration works as required.	* Termly via SEND meetings * Termly via Facilities meeting * 5 year Estates Plan	* SENDCO * Facilities Director

VERSION 2	TO BE APPROVED BY FULL GOVERNING BODY ON:	POLICY RENEWAL REQUIRED: BI-ANNUALLY	REVIEW DATE	SIGNED: CHAIR OF GOVERNORS
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