



**UNLOCKING POTENTIAL  
LEVELLING THE SOCIAL AND ACADEMIC ARENA**

## ACCESSIBILITY PLAN

The Levels School exists to provide a nurturing environment in which students with specific learning difficulties and co-occurring diagnoses can develop their self-esteem and aspire to be independent young adults who value the rights, responsibilities and rules that exist to promote and support their future welfare. Our approach toward establishing this ideology is predicated to trauma-informed practice and an obligation to develop the social skills required to build their future aspirational communities. We exist to help them find their level.

<b>Date of policy</b>	September 2020
<b>Next review date</b>	December 2020
<b>Frequency of policy review (annually, every two years)</b>	Annually
<b>Policy owner</b>	Caroline Cook – Head teacher Bradley Middleton – Operations Director
<b>Published policy</b>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>List of connected policies</b>	Equality and Dignity at Work Policy, Curriculum Policy, Premises Plan, SEND policy, Therapy Policy, Social and Fine Motor Skills policy, Risk Management Policy, Health and Safety Policy, Supporting Children with Medical conditions Policy
<b>Approved / Date</b>	

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## Introduction

Schools are required to have an **accessibility plan**.

**The Equality Act 2010** came into force on 1 October 2010 and updated May 2014, replaced all existing equality legislation, including the Disability Discrimination Act (DDA).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

The effect of the law is the same as the previous legislation, in that **“schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation”**.

An accessibility plan is listed as a statutory document in the DfE's guidance on statutory policies for schools. The guidance also requires that the policy be:

- Reviewed and reported on annually and drawn up/updated every three years.
- Approved by the Board of governors, who are free to delegate this to a committee of the governing body, an individual governor or the Head teacher.

## Legislation and 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The Levels School also takes its guidance from the SEND Code of practice, 0-25 years, Updated Jan 2015:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

This refers to Part 3 of the Children and Families Act 2014 and associated regulations.

The regulations associated with the Children and Families Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014.
- The Special Educational Needs (Personal Budgets) Regulations 2014.
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015.
- The Children and Families Act 2014 (Transitional and Saving Provisions) (No 2) Order 2014.

## The School's Aims

The Levels School has high ambitions for all its students and expects all to be able to participate and achieve in every aspect of school life. We have a caring, inclusive and supportive ethos that seeks to value all individuals and treat them fairly and with respect. Our school promotes equality of opportunity for all. By promoting a positive attitude towards all individuals, we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

The Levels School is committed to providing an environment that enables full curriculum access, valuing and including all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Compliance with the Equality Act is consistent with our setting's aims, ethos and Equal Opportunities and Dignity at Work policy, and SEND policy.

Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.

In performing their duties our Board of governors have regard to the Equality Act 2010. The Board of governors at The Levels School will:

- Recognises and values the young person's knowledge/parents' knowledge of their child's disability.
- Recognises the effect their disability has on his/her ability to carry out activities.
- Respects the parents' and child's right to confidentiality.

This plan sets out the proposals of the Board of governors of The Levels School to increase access to education for disabled pupils in the three areas required by:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

## The School's Context

The Levels School is an Independent Special day school for individuals with dyslexia and co-occurring difficulties. We have an overview through the admissions process of all the challenges our learners face. As a special school, a bespoke curriculum will be in place, differentiated to suit the needs of the individual. Each individual with an Educational Health Care Plan (EHCP) will have a provision document that matches the provision required dictated by the EHCP. All students will have an Individual Education Plan (IEP) that outlines the learning needs and strategies needed to help support those learning needs. Students that have medical needs that require support in school will have an Individual Health Care Plan (IHCP). All students subject to an IHCP will also have this signposted on their IEP to serve as a reminder to all teaching staff and therapists of that child. The purpose of these documents is to ensure that the whole school environment is inclusive and favourable to all students. This includes the physical environment, as well as social, emotional, sporting and educational activities.

The Levels School has an onsite therapist team that advises all staff with regard of Speech and Language Therapy (SALT) and Occupational Therapy (OT) needs. External specialist support will be available as dictated by the need within the school. For example, the current expected cohort suggests specialist external support will be required by a physiotherapist and teacher of deaf (ToD).

## Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils, we seek expert advice for identified individual needs.

We consult with experts when new situations regarding pupils with disabilities are experienced.

The school's accessibility plan will be resourced, implemented, reviewed and revised as necessary and reported on annually.

## Financial Planning and control

The Board of governors, guided by the Directors/Proprietors and the Head teacher, will review the financial implications of the accessibility plan as part of the normal budget review process.

1. Improving Access for disabled students to the school curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Needs of all students are considered when writing and planning the curriculum	Head teacher	Teachers experienced and qualified in delivering education to students with SEN all have an input into the curriculum planning CPD is conducted and a culture of sharing good practice promoted throughout the team through regular staff meetings allowing groups to collaborate Outside agencies are contacted for specialist support EG: Autism Outreach team, physiotherapists, support from Educational Psychologists Areas of the curriculum are shared with supportive peers from a range of different school settings where feedback shaped improvements and developments	Training time  Use of National College and previously Educare	In place Sept 2020	Curriculum planned is accessible and meets the needs of all.  Students are supported and extended Progress is made by all
Adaptations of the curriculum to meet the needs of individual learners	Head teacher/ SENCo/ Individual teachers	Pastoral support, timetable adaptations Therapy team and therapy provided within EHCP OT programmes – Fine Motor Skills Speech and language therapy programmes – Social skills weekly for all Specific training in word processing skills like a touch-typing program Use of access arrangements for assessment/National tests	Therapy team on site  Touch typing software  Training in Access arrangements	Therapy team In place  Software in place Oct/Nov 2020  Complete for Sept 2020	Needs of all learners met enabling positive outcomes
Accessibility of individuals to physically practical subjects – Sport/PE/Drama/	Relevant subject teachers  Therapy team  SENCo	Space provided where required Modified equipment provided where needed Support provided by Onsite OT therapists – direct 1.1 support, advice to teaching staff and lessons observations are advice  Teachers experienced and qualified in delivering education to students with SEN differentiate accordingly offering accessible alternatives	Cost of resources	In place Sept 2020	Curriculum planned is accessible and meets the needs of all.  Students are supported and extended Progress is made by all

Appropriate use of specialised equipment to benefit individual pupils and staff	SENCo/Head of therapy	ICT/Lap top use to support children with difficulty recording Sloping boards for pupils with fatigue problems or physical disability Coloured overlays for pupils with visual difficulty (Reading Rulers) Specially shaped pencils and pens for pupils with grip difficulty Use of wedge/wobble cushions Use of weighted blanket, fiddle toys, sensory diet toys	Specialist equipment as listed	In place Sept 2020	Increased access to the Curriculum  Needs of all learners met.
Developing increased provision to increase access to the curriculum for all pupils	Head teacher/ SENCo	Development of ACL / Learning hub  Identify students that would benefit from increased 1.1, up to 1.3 intervention	Appoint ACL Coordinator  Appoint specialist L7 staff that can deliver Literacy/Numeracy intervention  Space in Etonhurst site for the ALC	Developing through Oct/Nov  In place from Sept 2020  In place from Sept 2020	Positive impact on pupil progress  Students are supported and extended Progress is made by all
Training for staff on increasing access to the curriculum for all pupils	Head teacher/ SENCo/ Therapy team/ First aid lead	Epipen training Training from SENCo and therapy team Access to courses, CPD Online resources for CPD shared with staff  Ongoing guidance from outside specialists e.g. sensory support team for children with visual or hearing impairment, physiotherapists,	Training Costs NC subscription  Training time  Therapy time for liaison	In place from Sept 2020  Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met  Maintain records of staff trained

<p>To support students with significant sensory issues</p>	<p>Head of therapy/OT</p>	<p>OT trained in Sensory integration  OT disseminates training information to all staff  Development of a Sensory informed uniform and Uniform expectations</p>	<p>Time for training  Time for INSET/CPD  Time for working party Research providers</p>	<p>In place Sept/Oct  In place for Oct/Nov  Jan 2021 launch</p>	<p>Increased access to the curriculum Needs of all learners met  Positive impact on pupil progress  Maintain records of staff trained</p>
<p>Improve educational experiences for visually impaired pupils</p>	<p>SENCo/Head of therapy</p>	<p>Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs</p>	<p>Cost of equipment</p>	<p>In place when required – arrange visits from specialist as and when required Future plan if required</p>	<p>Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced.</p>
<p>Improve educational experiences for hearing impaired pupils</p>	<p>SENCo/ Head of therapy</p>	<p>Consult Hearing Impairment team – working with Teacher Of Deaf for any students that require it Daily maintenance and use of radio aids when required Consider hearing loop/sound field systems if recommended</p>	<p>Installation of equipment if required</p>	<p>In place when required - regular visits from sensory support team. Future plan if required</p>	<p>Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced.</p>
<p>To support the behavioural needs of all students</p>	<p>Head teacher / Pastoral Lead for student development</p>	<p>Network of key support staff in place for each student – tutor, Head of House, Pastoral Lead for student development, Therapist Supervision policy that outlines level of supervision required at less structured times A positive behaviour, trauma informed behaviour policy and practice Development of PSP as and when required Use of MiS One Advanced to monitor and track Use of EEC behaviour model for behaviours that present a H&amp;S implication  Potential for counselling support, as required</p>	<p>Time to develop induction process and associated policies  Purchase of One Advanced and EEC  Therapy time for research and liaison  Training cost and INSET time</p>	<p>In place for Sept 2020  Oct 2020  In place for Sept 2020  Develop from Nov 2020</p>	<p>Positive impact on pupil progress  Needs of all learners met</p>

		All staff trained in Level 1 Positive handling		Oct/Nov (COVID allowing)	
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	Head of Pastoral Care/Sport /SENCo /Staff leading clubs	Risk assessments will be undertaken where appropriate  Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	In place when required	Increased access to the extra-curricular activities for all students.
School visits are made accessible to all pupils irrespective of attainment and impairment	Head teacher Teaching staff EVC Coordinator	All students have access to all school visits	Time for research and enquiries  Any resources required	In place when required – COVID restrictions allowing	Curriculum access for all visits for all students

## 2. Improving Physical Environment

Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Accessible access to Etonhurst site	Ops Director	Access from Bath Road through Front gates Drop off and parking facility at front of school – will be marked designated disabled parking Metal ramp at side of front door to remain in situ all year Double doors can open wide enough to allow wheel chair/walking frame access	Purchase metal frame  Sign to mark designated parking	In place for Sept 2020	Physical accessibility to front of school increased
Provision of wheelchair accessible toilets	Ops Director	Maintain wheelchair accessible toilets with clinical waste Downstairs – shared toilet with staff	Already in place  Purchase clinical waste bins	In place for Sept 2020	Physical accessibility to accessible toilet provided

			Storage of First Aid equipment next door in utility area		First aid provision provided on ground floor if required
Provision of ground floor changing rooms, shower and accessible toilet	Ops Director	Increased wheelchair accessible toilets, shower and change rooms	Contractor/Maintenance costs	In place for Oct 2020	Physical accessibility of school increased
Provision of ground floor meeting area	Ops Director	Area provided downstairs for meeting and quiet discussion  Improvements planned to located office area/Heads study here to allow more private consultation if required	Furniture  Resources and contractors cost to install door and screens	In Place Sept 2020  From Dec 2020	Provision of ground floor meeting area  Heads Study/SENCo Office situated on ground floor increasing physical accessibility of school
Improvements to help the visually impaired	Ops Director	External areas that have potential for trips due to uneven ground are made good/decking installed  Any external steps highlighted in yellow/non-slip paint if required	Cost of materials and labour  Cost of materials and labour	In Place Sept 2020  Future plan if required	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Improvements to help the hearing impaired	Ops Director	At point of Admissions check requirements through parental meeting and Medical Questionnaire  Install hearing loop/sound field when necessary Alarm linked to fire alarms	Cost of equipment/ installation	Future plan if required	Learning experiences of pupils with hearing difficulties enhanced.
Safe evacuation of disabled students	Ops Director/Fire Officer SENCo	Write PEEP for all relevant students  Purchase EVAC chair and carry out EVAC training for relevant Fire Marshalls  Purchase and install increased internal emergency signage and ensure escape routes are clearly marked	Time for PEEP writing  Cost of EVAC Chair and training  Training time  Cost of signage and installation	In place for Sept 2020	Physical accessibility of school increased  Time for safe evacuation of all students decreased  Maintain records of staff trained

		Teach and Practise procedure with students outside of drills on a year group basis  Run regular drills	Teaching time		Record of Fire drill practices  Fire Evacuation Plan monitored annually or as needs change
Improve signage to indicate access routes around school	Ops Director	Signs indicate disabled parking bay	Cost of signs	In place for Sept 2020	Disabled people aware of wheelchair access
Maintain safe access around exterior of school	Ops Director	Ensure that pathways are kept clear of vegetation and any other potential obstacles	Grounds man duties	Already in place	People with disabilities can move unhindered along
Improve accessibility of second and third floor areas	Ops Director	Install stair lift to rear stairs	Cost of stair lift, contractors and installation Maintenance costs	Future plan if required	Physical accessibility of whole school increased
Improve ease of access and safety of rear stairs top floor	Ops Director	Install increased stair guard and rail to upper landing	Cost of materials and contractor time	In place for Sept 2020	Safety and ease of accessibility of the top floor increased
Improve access to main entrance at rear	Ops Director	Install staircase with significantly decreased gradient and hand rails	Cost of materials and contractor time	In place for Oct 2020	Safety and ease of accessibility for main student entrance to school increased
Improve access around outside ground floor of Etonhurst site so all children and adults in wheel chairs can access all parts of the school	Ops Director	Provide pathways to travel around the ground floor of site inside and outside. No areas in school on ground floor outside building to be only accessible by steps – all outside ground floor areas ramped	Feasibility study carried out  Contractors in where appropriate Works carried out	Develop through 2021 with a view to be in place by Summer term 2021	All children and adults in wheel chairs can access all parts of the school

## 2. Improving the delivery to disabled pupils of information that is provided in writing for students who are not disabled:

Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Up to date database of needs within school	Head of Therapy	Create an accurate database of pupils, staff and parents/carers with identified disabilities	Time	In place for Sept 2020  Develop from Oct 2020	An up to date SEN register cataloguing need for each student  A database will exist that includes parents and staff needs
To ensure that parents/carers who have a disability can receive information and reports by an alternative method	Head teacher/Head of Therapy  Ops Director - Admissions	All parents / carers have appropriate access to the information the school shares  Seek the views of parents/ carers on preferred method of communication  Ensure all information is made available in a suitable format in a reasonable time e.g. translated into appropriate language, available in large print  Specific arrangements made to meet identified needs	Develop new website  Develop method to collect data from parents	In place from Oct/Nov 2020	Copies of information kept on database  Feedback indicates delivery of school information to parents/carers /school community is accessible to all
Effective communication and engagement with parents	Head teacher  All staff	Termly meetings with parents/carers – Termly consultations Termly IEP meetings with SENCo  Communications made through a variety of formats – Email, Social media, telephone, face to face  Enquiring and using parents preferred method of communication	Time allocated	In place from Sept 2020  Ongoing from May 20	Parents/carers fully informed about progress engage with their child's learning

Increased access and support to use ICT as Assistive technology	Head teacher / KS2 Lead  SENCo/Ops Director	Use of ICT – Initially Bring your own device' (BYOD) Effective software researched, training in, and then installed  Research test and source most effective device and software  Curriculum time provided – ICT within English to enable relevant teaching and practice to occur	Time – Research and training  Budget implications and ICT infrastructure  KS2 Curriculum design	In place Sept 2020  From Jan 2021  In place Sept 2020	Positive impact on pupil progress  Students are supported and extended  Progress is made by all
Adaptations of the resources provided to meet the needs of individual learners	Head teacher/ SENCo/ Individual teachers	Visual timetable adaptations Therapy team and therapy provided within EHCP Speech and language therapy programmes – Social skills weekly for all Specific training in word processing skills like a touch-typing program Use of access arrangements for assessment/National tests	Therapy team on site  Touch typing software  Training in Access arrangements	In place Sept 2020	Positive impact on pupil progress  Students are supported and extended  Progress is made by all
Improve Website access	Website development coordinator	Information to be shared can be found on website and in a range of formats  Research if Specialist resources and support from outside agencies is required	Time  Potential cost for resources/software	Research and develop from Nov 2020	Feedback indicates delivery of school information to parents/ carers /school community is accessible to all