

LUTTERWORTH HIGH SCHOOL



ACCESSIBILITY PLAN

Reviewed: By the Full Governing Board

Adopted: By the Governing Board on 28/03/2023

Signed: Chair of Governors: Janet Price-Jones

Date: 28/03/2023

Signed: Headteacher: Julian Kirby

Date: 28/03/2023

Review date: March 2026

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1. Definitions 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 his or her ability to carry out normal daily activities (Equality Act 2010).

Teachers, Support Staff and Governors will take all reasonable steps and reasonable adjustments to ensure that all individuals, whatever their physical or mental impairment, have access to the curriculum, the environment and to relevant information. Adjustments are made on an individual basis and are reviewed regularly to ensure they continue to meet students' needs effectively.

This plan is focused on students' accessibility. For staff, please see Dignity at Work Policy.

Aims

In seeking to enhance opportunities for all students to develop their academic and social skills whilst addressing their emotional, physical and spiritual needs, the school will:

- Provide a curriculum that is accessible to all students
- Provide an environment which is accessible/acceptable/agreeable/comfortable to everyone
- Provide access to information for students and parents

This plan should be read alongside the school's SEND Policy and is informed by the SEND Code of Practice (0–25). Lutterworth High School recognises that accessibility applies to all disabled students, including those who do not have an Education, Health and Care Plan (EHCP).

2. Access to the curriculum

Lutterworth High School is committed to providing equality of opportunity for all students. In the context of the curriculum this means that opportunities are given to all, regardless of gender, race, ethnicity, religion, age, disability or sexual orientation.

Access to the curriculum may be supported through differentiated teaching, adapted resources, the use of assistive technology, flexible grouping, targeted interventions and appropriate examination access arrangements where required.

3. Access to the Environment

The school provides easy access to those in the community who have physical impairments, with the exception of one Music Room and one Mathematics Room. The school is on one level, with ramps available to wheelchair users. All teaching blocks have toilet facilities with wheelchair access. There are additional parking spaces for disabled drivers and facilities for storing cycles and mobility equipment. All steps are clearly marked around the school site.

The school continually reviews the physical environment to identify and address potential barriers to access. Where immediate adaptation is not possible, reasonable alternative arrangements will be made to ensure access to learning and facilities wherever practicable.

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4. Access to Information for students and parents

Our aim is to ensure that every student and parent has access to all curriculum information and target/outcome grades. Information can be found on the school website.

Information can be made available in alternative formats on request. Support will also be provided to parents or carers with disabilities to ensure they are able to access school information and participate fully in meetings and reviews.

Where appropriate, the school will work with external agencies to support communication needs, including translation or interpretation services.

If a child has an Education, Health and Care Plan (EHCP) or Individual Health Care Plan (IHCP), it will be reviewed annually.

5. Monitoring and Review

The Headteacher has overall responsibility for the implementation of this plan, supported by the SENCo. The governing body monitors the effectiveness of this Accessibility Plan.