

Deyes High School



Accessibility Policy and Plan 2017-2020

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SECTION 1: SCHOOL CONTEXT

Vision Statement

“To exceed in all that we do so that everyone flourishes and achieves their full potential”

Context

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the school’s Governing Body to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and to further the aims of our Vision Statement by:

Continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the School.

Definition (Equality Act 2010)

“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”

Deyes High School acknowledges that there is a requirement to comply with its planning duties in preparing accessibility plans in relation to the physical environment of the school. We have a duty to plan better access for disabled pupils generally, including in relation to the physical environment of the School. To do this we prepare and implement three-yearly accessibility plans to:

- increase the extent disabled pupils can participate in the curriculum,

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- improve the physical environment of the School for disabled pupils to enable them to take advantage of education and benefits, facilities or services provided or offered, and
- improve the delivery of information readily available to able-bodied pupils, to disabled pupils.

This takes place within a reasonable time, and is delivered following consultation with parents and pupils. The plans include short, medium and long-term aims and objectives. The governors of the Deyes High School:

- keep the accessibility plan under review, and
- ensure they have adequate resources to implement the accessibility plan.

We understand that we are not required to make physical alterations to the fabric of the building; however, such capital projects may form part of the long-term development and premises management of the site. There is also a duty to take reasonable steps to address physical features where they affect disabled members of the public who use the School premises.

SECTION 2: THE POLICY

This Accessibility Policy pays due regards to Government Law and Lydiate Learning Trust Board Directives, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links in to the SEN Code of Practice (2014) (and to past legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001, and Lydiate Learning Trust’s Schools Accessibility Strategy 2017-2020); and it also incorporates aspects of the Deyes High School Development Plan.

This Accessibility Policy is divided into four sections:

Section A: Access to the Curriculum - for students

Section B: Access to Pastoral Support - includes the principles of past county and national initiatives, including ‘Every Child Matters’ (ECM) and aspects of the ‘Social and Emotional Aspects of Learning’ (SEAL) - for staff, parents and students

Section C: Site Accessibility - for staff, parents, students and the community

Section D: Access to Information - for staff, parents, students and the community

This Accessibility Policy details policies and initiatives, how these are monitored, evaluated, and how these evaluations are developed and embedded into school systems and practice.

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This Accessibility Policy is an ‘umbrella’ document: it encompasses existing policies and development plans, implemented and monitored by a range of teachers, the senior leadership team and governors.

This Accessibility Policy - through detail in individual policies - therefore highlights key whole school aims for 2017-2020.

The Policy is reviewed each year by the senior leadership team, with individual responsibilities for specific sections of the Policy as noted; it is also reviewed by the Board of Directors and the Local Governing Body.

Section A: Access to the curriculum

This section of the Accessibility Plan is monitored by the Assistant Headteacher (Outcomes and Curriculum), the SENCO and senior leader line managers who lead the Curriculum leaders and monitor faculties’ development plans. Students across the Key Stages have an appropriate (differentiated and personalised) curriculum to fit their needs. The following documents/policies support this aim:

- School Development Plan
- Individual Departmental Development Plans
- Curriculum Policy and Curriculum Statement
- Assessment Policy
- Most Able Policy
- Special Educational Needs Policy
- Supporting Pupils with Medical Conditions Policy

Principal features of Deyes High School are:

- Within their teaching teams, Curriculum Leaders monitor students’ progress, linked to a member of SLT for fortnightly meetings; and usually on an individual basis there are links with Pastoral Leaders or the SENCO to determine appropriate curriculum for specific students.
- Children classified as ‘Pupil Premium’ are identified and their curriculum progress is tracked and supported by Curriculum Leaders, Pastoral Leaders and members of the Senior Leadership Team. Interventions at subject level are recorded on departmental trackers and monitored at monthly Raising Attainment and Progress (RAP) meetings and at department meetings. Similarly, students’ attendance is monitored by Form Tutors and Pastoral leaders and at line management meetings with a member of SLT fortnightly.

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- In Year 7-9 students are usually taught in ability based sets; the composition of the groups is carefully determined (from prior attainment data and can include information from parents or the primary school) at the beginning of Year 7. Monitoring Tutor Groups, and identifying students in need of bespoke curriculum provision lies with the Pastoral leaders and SENCO and is discussed at monthly Pastoral meetings. Curriculum Leaders also address these at Department meetings.
- Progress Assessments (teachers' reports, three times each year) are reviewed by senior leaders, curriculum subject leaders and pastoral leaders; a range of staff contribute to tracking and documenting students' progress, to allow for appropriate interventions, evaluation and modification, as required.
- At each assessment point for each year group, the Director of Key Stage 3 and the Executive Director of School Improvement conduct RAP (Raising Achievement Plan) meetings that examine current progress at Key Stage 3 (assessed against the expected trajectory for each students' prior attainment ability group) or end of Key Stage predicted grades for Key Stage 4 students. Curriculum and Pastoral Leaders then plan interventions as appropriate in conjunction with senior leaders.
- All current and predicted grades are entered into SISRA and all teachers are able to view the progress of their students. Whole school tracking tables are also updated at assessment points and sent to SLT, curriculum leaders, pastoral leaders and governors to identify emerging trends and take appropriate action.
- Students are taught according to ability in Maths, English and in Science from Year 7 onwards; there are tiered ability groups in English, Maths and Science, with broad banding in the option subjects in Years 10 and 11.
- There are guided choices for Year 9 students choosing Level 2 courses following discussions with students, parents, pastoral teams, curriculum leaders and senior leaders. For students with particular learning or other needs more bespoke packages may be negotiated with the SENCO. All students have access to the English Baccalaureate basket of qualifications through the core and options system if that is their choice.
- In Years 10 and 11, the curriculum is increasingly personalised. All students follow a core curriculum of English Language, English Literature, Maths, a minimum of two Sciences, RE and Geography or History. Students who achieve an average KS2 score of 4.4 or above are encouraged to opt for the full suite of English Baccalaureate subjects, including a second language. This is part of a 4-subject option pathway. Student who achieved an average score below 4.4 have open choice from 3 option blocks. This allows this cohort of students to be

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allocated more teaching periods to fewer subjects, ensure fewer, higher grades. This 'broad' pathway also features several Cambridge National qualifications that carry a higher weighting for coursework components.

- High attaining learners have an extended curriculum offer, which includes 3 separate Sciences, multiple foreign languages and Psychology. The most able students are identified by prior attainment data, and are referred by subject teachers to the senior leader leading the school's High Attainers programme, with curriculum development, enrichment and extension activities made available to them in addition to a programme of support, mentoring and intervention
- Data from primary schools, reading and spelling tests and baseline assessment (GL Assessment T11 baseline assessment) inform differentiated mainstream classroom teaching and Teaching Assistant or Literacy support interventions, together with information from parents, students and professionals.
- Learning Support interventions at in Years 7-9 are informed by KS2 data, reading and spelling tests and ongoing subject assessments.
- For the weakest readers, literacy intervention is delivered by literacy specialists using the Reading and Comprehension booster, the LEXIA system, the Reading Lab, Lifeboat for dyslexic students and the Sound Reading system to support students' understanding of phonics. The lowest English sets in Years 7 and 8 also receive further support from English teachers with the Accelerated Reader programme. Here, progress is monitored online quizzes and Star Reader baseline assessment.
- All students of all abilities access a week of work experience in the December of Year 11. The Careers@Deyes team support any students in sourcing appropriate placements.
- Students with medical needs, unable to access school full-time, are supported by the SENCO, Student Support Services and the Pastoral Team. As are school-refusers, students returning from school after exclusion or from medical absence, or who are on part-time timetables due to documented medical reasons or long-term absence.
- Throughout KS4, and selectively for KS3 students, through whole school data and Learning Support specialist testing, students are identified for Access Arrangements (exam entitlement).

Section 2: Access to Pastoral support

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The lead teacher monitoring this section of the Accessibility Plan is the Assistant Headteacher (Personal Development, Behaviour and Welfare), working with the Pastoral team, Form Tutors, Director of Student Support Services and Sefton Health Nurse. Outside professionals, such as the Educational Psychologist (EP), Multi-Agency Safeguarding Hub (MASH) and Child & Adolescent Mental Health Service (CAMHS), who support the School, contribute additionally to this work.

Students across the Key Stages have access to appropriate pastoral support dependent on their age and specific needs.

The School's various separate policies contribute to supporting these aims:

- **Attendance Policy**
- **Policy on supporting students with medical conditions in School**
- **Behaviour Policy**
- **Safeguarding & Child Protection Policy**
- **Special Educational Needs Policy**

Principal features of Deyes High School are:

- A Designated Safeguarding Lead (DSL) and Deputy DSL on site along with five further members of the safeguarding team. The team have developed links to Sefton Social Services and associated agencies.
- Looked After Children are identified and monitored by a designated member of the senior leadership team and are also under the care of the Sefton Virtual Head for Looked After Children.
- Students for whom the school receive the 'Pupil Premium' are identified and their curriculum progress is tracked by Curriculum Leaders and the Senior Leadership Team
- Individual Behaviour Plans, Risk Assessments and Pastoral Support Plans monitor and support students.
- Pastoral Leaders and the Student Support Services (SSS) Team lead and deliver behaviour modification programmes for identified students (usually short-term interventions, but for a very few there can be longer-term interventions), including school-refusers; as an alternative to exclusion; students returning from school after exclusion or from medical absence.
- Educational Psychologists closely support the work of the school with individual students, as required by their needs.
- The school links to the MASH relating to the Early Help and the Team Around the Child/Family (TAC/TAF) initiatives.
- The Careers@Deyes team support students from Year 9 onwards with work-related learning and planning for the future.
- Developed links with primary feeder schools: early identification of individual students' needs, allowing for effective planning and support for transfer of Y6 students into Y7 (Form Tutor group placement, SEN strategies, pre-transfer visits etc.)

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- School Counsellor works in SSS a morning a week and liaises closely with the SSS and CAMHS
- Students have access to the Sefton Health Nurse once a week – a lunchtime drop-in health care provision for students of all ages is offered (This service is confidential for students and school staff are not normally informed of who has attended.) Students can also request an individual appointment with the Sefton Health Nurse and school can refer for focused group work based on need.
- Links to GPs and local NHS mental health services (CAHMS) closely informs support for specific students.
- Pastoral staff, the SSS team and the counsellor are able to give information and advice to parents on how to support their child as needed. The counsellor cannot, however, give details of specific conversations without students’ permission.
- Support through SSS allows vulnerable pupils a base and encourages them to discuss any concerns they have. Short and long-term programs are offered through SSS to support social, emotional development.
- Guest speakers and theatre productions allow for bespoke PSHE sessions tailored for specific year groups.
- PSHE, SMSC and form tutor sessions support pupils further, across year groups, to develop without specific staff interventions.
- Attendance is monitored daily and parents are contacted on the first day of absence. Pastoral leaders liaise with pupils with lower attendance and support with the provision of work and reintegration package.
- Restorative Justice style meetings take place to resolve issues between pupils
- Exclusions are kept to a minimum – when returning from exclusion pupils are met and expectations re-established before returning to lessons.

Section 3: Site Accessibility

Responsibility for this section of the Accessibility Plan lies jointly with the Headteacher/SENCO and the Facilities Manager, with contributions from a range of professionals supporting the school and from individuals within the school.

Students, staff, parents and visitors to the school have an equality of opportunity to access the curriculum and we aim to make all areas of the site accessible where possible. Where buildings cannot be adapted, changes are made to the curriculum.

The following policies support these aims:

- **Critical Incident Plan Equality Policy**
- **Facilities Development Plan, within the School Development Plan**
- **Fire Risk Assessments**
- **Health and Safety Policy**

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- **Lettings Policy**

Principal features of Deyes High School are:

- the annual audit of the site, using Health and Safety Executive (HSE) guidelines, referring to The Access Needs Report and in consultation with occupational therapists
- health and safety issues identified and addressed on a continuous basis by a range of people within school - including teachers (activities, classrooms) and Heads of Faculties (departmental areas), 'common areas' (Facilities Manager) and SLT in reviewing these procedures and activities.
- Risk assessments are written principally for two purposes: for activities and for groups of students; and for specific students (as generic for their time in school, and/or for specific activities, or to take into account their specific disability).
- Risk assessments identify evacuation procedures for individual students whose movements are compromised by their disability.
- The medical condition of students affecting health and safety and site accessibility, compiled as a separate document by the SENCO, is circulated to staff in school on a need to know basis.
- The medical conditions of staff affecting health and safety and site accessibility are known on a need to know basis by the Headteacher and related staff.
- The SENCO and SEN team have the responsibility for ensuring that identified SEN students access all areas of the site within the health and safety guidelines.
- outside professionals (for example, Occupational Therapists, the Visual Impairment Team, Hearing Impairment, physiotherapists, Autism Outreach Service, Downs Syndrome Service, Speech and Language Service, SEN ICT Service) support the work of the school, and the integration of specific students within mainstream classes.
- The SEN team and Teaching Assistants support access to individual students on a day-to-day basis and monitor individual students' accessibility to each site.
- The site includes 5 disabled toilet facilities (1 in the Lydiate, Unsworth, Sefton, Allen, College@Deyes building).

Section 4: Access to Information

This section of the Accessibility Plan is monitored by the Headteacher, with support from the school's administration team. The school liaises with the Local Authority to ensure compliance with Local Authority and government statutes. Our aim is to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality.

Purpose of this policy:

This policy supports the legislative framework for responding to requests for information under the statutory access regimes established by:

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- the Freedom of Information Act (FOIA)
- the Data Protection Act (DPA)
- the Disability Discrimination Act
- the Equality Act (2010)
- and other legislation that provides a right of access

In addition, the School has its own policies on Data Protection and Complaints.

Responses to requests for information

- Relevant documents are posted on, and may be downloaded from, the school's website or hard copies may be requested at a small charge.
- Parents/carers may request copies of student record files, including paper and electronic files. A small charge will be levied for administration and photocopying charges.
- Parents/carers may not be given access to records which contain information on other staff/students which would breach our Data Protection Policy and/or the Data Protection Act.
- All requests for information should be made, preferably in writing, to the Headteacher.
- Any complaints should be addressed through the School's Complaints Procedure, available to view via the school website.

Information provided by the school

Students have access to information by:

- the regular reporting of students' progress by written reports from teachers.
- feedback from their subject teachers (verbal and written) relating to their work completed in class, including at Parents' Evenings
- reviews from enhanced monitoring through Individual Behaviour Plans, Pastoral Support Plans and the SEN review process
- through the school student planner
- the weekly school newsletter
- representation on/by the Student Council

Parents have access to information by:

- the regular reporting of their child's progress by written reports from teachers
- teachers' written comments in students' books / planners / letters and emails to parents; telephone conversations
- talking to teachers and support staff at annual subject-based Parents' Evenings and Termly Progress Assessment Reports

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- Year 6 information evening.
- KS4 and KS5 introduction evening events
- Life@Deyes Year 7 Induction Evening
- Options Evening (for students selecting their KS4 courses)
- Next Steps Conference (for students selecting their KS5 programmes of study)
- Staff contact with parents
- Contact via the homepage link on the school's website
- the weekly school newsletter
- by prior appointment to visit the school
- parent engagement events (parent clinics, parent forum, parents working parties)
- specific requests for information (see above)
- through appointments with teachers (SEN reviews, reviewing Individual Behaviour Plans, Pastoral Support Plans, the Common Assessment Framework and the Team Around the Child mechanisms)
- the Main School Prospectus
- by being a Parent Governor
- SEN information to parents: at reviews, and with printed documentation, and from relevant professionals outside school supporting the work of the school

Visitors / external agencies / individuals have access to information (on a need-to-know basis only) by:

- the School's website
- contact with professionals within the school
- by written request to the Headteacher

Accessibility of information

The School aims to provide information in an accessible format and will respond to individual needs and requests as they arise.

For example:

- the School will seek support from outside agencies to provide information in simple language, symbols, large print, audiotape or Braille for students, prospective students or parents who have difficulty with standard forms of printed information;
- Progress Assessment reports are presented in an accessible manner. Guidance notes on how to read the report is also distributed to new parents in writing an available on the school website.
- the School will also make information for parents available in a range of different formats, should the need arise, and be aware of font size and legibility when producing

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written information. During parents' evenings and review meetings of students' performance in school, details are confirmed to parents how they can access information;

- the School will, if the need arises, aim to provide translation or interpreter services to ensure all parents/students can access information.

SECTION 3: THE PLAN

A) Improving the environment to allow increased access to education and associated services

School Developments 2014 – 2017

Capital grant enabled the sixth form block to addresses statutory non-compliance issues within the existing buildings and provide disabled access.
Capital grant enabled the ROSLA building to be fully refurbished, including lift access and provide disabled access. A large outdoor area was resurfaced to replace uneven flags and lose concrete.
Capital grant awarded to improve the electrical infrastructure which will include improvements to lighting to aid visability.

Issues to be addressed

Issues	Planned Action
Three buildings Lydiate, Unsworth and Molyneux block do not have lifts and also the mezzanine in the LRC in the Lydiate is inaccessible.	Plans will be included in larger capital bids via Condition Improvement Fund or other similar grant opportunities as they arise.
Externally the main entrance ramp to the Lydiate needs refurbishment.	A solution is under review.
Disabled WC in Lydiate needs replacement, as it is non-compliant.	Capital funding required to enable improvements to be made. Personal Education Plans (PEPs) are in place to ensure needs are met in the meantime.
There is limited provision for parking for disabled visitors.	Capital funding required to increase the number of disabled parking bays. This will be considered as part of larger capital bids.
External lighting requires improvements in certain parts of the site.	Capital funding required to enable improvements to be made.

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Flags across site are uneven and in need of replacement.	An on-going programme of replacement.
Other than the main entrance, there is no segregation between pedestrians and vehicles.	Options are being reviewed to find an affordable solution.
In the Hall, there is no disabled access to the stage. There is a disabled WC in between Hall and Gym but no disabled access.	Capital funding required to enable improvements to be made.
The Music Block is non-compliant	Capital funding required to enable improvements to be made.
The Molyneux does not have a disabled toilet, doors non-compliant, no lift.	Part of a long-term strategy to replace the building. Plan to submit a capital bid to improve the non-compliant doors.
Sefton (Science) has no disabled toilet, and front doors are non-compliant.	Capital funding required to enable improvements to be made.

Maintenance and renewal:

To ensure that these developments do not fall into disrepair all improvements made under this Accessibility Plan will be built into the regular checks of the Facilities Manager

Individual needs:

Priorities set out in this plan may change to accommodate the changing needs of individuals, as advised by the Assistant Headteacher (SEN) and line managers (for staff).

Specific priorities include:

- Capital bids to include consideration of accessibility requirements.

B) Curriculum delivery:

The School's Vision Statement and SEN Policy make clear the School's approach to the delivery of the curriculum. The School actively seeks the support and advice of all relevant services to ensure the curriculum is accessible to all students. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required and timetables accordingly.

Associated policies and plans

This plan should be read in conjunction with other relevant documents including:

- Equality of Opportunity Policy

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- Special Educational Needs Policy
- School Development Plans
- Individual students Educational Health Care Plans (EHCPs)
- Personal Education Plans

And in further conjunction with advice and guidance from:

- Outreach Support Service in Mainstream Education
- British Dyslexia Association
- Multi-Agency Safeguarding Hub

Review and Evaluation:

It is monitored and evaluated by the Director of Finance and Operations, the Head of School and the SENCO who reports progress to the Resources sub-committee of the Governing Body.

Objectives	Actions	Lead Staff	By when	Success Criteria	Monitoring and Evaluation
A) Increase the extent to which disabled pupils can participate in the curriculum	To continue to review EHC Plans and Personal Educational Plans to ensure reasonable adjustments are made to ensure participation in the curriculum	EWY	Ongoing 2017-20	All students which a diagnosed disability are actively participating in the school curriculum including the extra-curricular offer	SEN Reviews Progress Assessment Student and Parent Voice Faculty Inspections
	To review extra-curricular provision to ensure equal access for pupils with disabilities	EWY		A comprehensive extra-curricular programme is offered in accessible areas of the school site and uptake from disabled students matches that of non-disabled students	Line Management of faculties
	To ensure senior and middle leader quality assurance focuses on the reasonable adjustments required to meet the needs of pupils with disabilities	EGR EWY		Faculty Inspections and quality assurance	

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				feedback confirm that reasonable adjustments are consistently being made.	
B) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services	<p>To continue to submit targeted capital bids via Condition Improvement Fund or other similar grant opportunities as they arise</p> <p>To refurbish the ramp leading into the Lydiate building</p> <p>To improve condition of disabled WC</p> <p>To improve car parking provision for disabled visitors</p> <p>To improve external lighting in key areas of the site</p> <p>To execute an ongoing programme of paving flag replacement</p> <p>To segregate pedestrian and vehicle entrance to the school site</p>	KWI AST PDU LMC	<p>Ongoing 2017-20</p> <p>Funding dependent 2017-20</p> <p>Funding dependent 2017-20</p> <p>Funding dependent 2017-20</p> <p>Funding dependent 2017-20</p> <p>Ongoing Funding dependent 2017-20</p> <p>Funding dependent 2017-20</p> <p>Funding dependent 2017-20</p>	<p>One large condition improvement project will be granted each academic year</p> <p>The ramp is refurbished</p> <p>The disabled WC is refurbished</p> <p>An increase in the number of disabled parking bays on the school premises</p> <p>Additional lighting rigs erected in key areas of the site</p> <p>Paving flags are replaced based on priority of need</p> <p>Pedestrian and vehicle access is segregated at the gated entrance near the staffroom and</p>	<p>Health and Safety review of the site</p> <p>Accessibility Review of the site</p>

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	To install disabled access to the stage		Funding dependent 2017-20	food technology rooms A ramp is installed to the stage in the main hall	
C) Improving the delivery of information which is provided in writing for disabled pupils	To add screen reader software to the school website to aid visually impaired pupils and parents To review exam entitlement and access arrangements for examinations	MHO PDU EWY	Funding dependent 2017-20	Screen reader software is added to the school website SENCO trained up to level 7 to ensure access arrangement assessments can be made in school	Review of the school website Analysis of access arrangements provided

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