



LANESBOROUGH ACCESSIBILITY PLAN 2018-2021

The Accessibility Plan covers all staff in Lanesborough, and all pupils including those in EYFS.

Lanesborough aims to offer the highest quality of teaching and learning and support for all pupils in the pursuit of academic and personal excellence.

The School has high expectations of all its pupils and strives to ensure that each and every pupil can take part in the whole school curriculum. The School values the diversity of the school community and appreciates the contribution that pupils with special educational needs (SEN) and/or disabilities can bring to school life. The School has an admissions policy (available to view on the School website) which seeks to remove barriers to entry for pupils with special needs and/or disabilities. The School aims to improve the physical environment of the School which will increase the extent to which disabled pupils are able to take advantage of the education and associated services offered. For example, the School has recently developed new Sports Hall with lifts, ramped access and disabled toilets. Plans are being developed to undertake further refurbishments to the School and disabled access will be improved through this process. The School and its staff review pupil access to the curriculum in the light of individual identified pupil needs. Individual Educational Plans are drawn up and made available in each case. The School supports teaching and non-teaching staff with training as appropriate. The School takes an inclusive approach to staff recruitment and aims to appoint the best person based on their skill set and qualifications and regardless of any disability he/she might have. The School actively implements the school's equal opportunities policy for staff in the day-to-day management of Lanesborough.

Reviewed by: Head

Date of last review: 24 July 2019

Date of next review: Trinity 2020

	TARGET	STRATEGIES	TIMEFRAME and CURRENT PROGRESS
PHYSICAL DISABILITY	To facilitate access to all areas of the school where it is reasonably practical to do so.	Progressive installation of ramps and lifts in and around existing buildings. Integral design of disabled access in new and refurbished buildings.	New sports hall and performance space designs incorporated full access and, where appropriate, lifts. Disabled parking space available for parents.

		<p>Catering services installed in Pre-Prep so boys no longer to cross the road.</p> <p>Crutches risk assessments for boys returning to school with injuries.</p>	<p>Number of disabled toilets increased.</p> <p>Catering facilities in Pre-Prep mean that a boy who needs support via a wheelchair or a walker temporarily can be accommodated in Pre-Prep.</p> <p>Writing slopes and seating pads for boys if needed for hypermobility or dyspraxia.</p> <p>Classroom and timetable adaptations made for temporary recovery periods.</p>
VISUAL IMPAIRMENT	To enable safe access to all areas of the school and to as much as is practical of the academic curriculum and to extra-curricular activities.	Escorting and orientation. ICT software applications for clear display and the reading aloud of material. Targeted seating arrangements.	Action dependent on needs.
HEARING IMPAIRMENT	To enable access to all areas of the school and to the whole academic curriculum and to extra-curricular activities.	Portable hearing loops. Staff training. Seating arrangements. All staff involved in training and awareness including swimming coaches at Spectrum.	<p>Two boys currently with hearing impairment. Staff training has taken place.</p> <p>Annual meetings with SCC Sensory Support Team to support a pupil with hearing impairment.</p> <p>Hearing loops installed in the new sports Hall (May 2016)</p> <p>Portable FM equipment in use to support a pupil with a hearing impairment/Auditory Processing Disorder.</p> <p>Alternative seating and exam arrangements made.</p>
LEARNING SUPPORT NEEDS	To enable boys with learning support needs to achieve their full academic potential, and to participate in all areas of school life.	Screening of all pupils in Nursery and Shell. Monitoring of progress by Form Teacher, Head of Learning Support and	Head of Learning Support manages extra support staff, who are employed to meet an individual's needs

		<p>subject teachers. Registers of support strategies updated termly. IEPs or ISPs written and reviewed at least annually. Extra time in internal and public exams. Classroom support and Learning Support withdrawal for pupils with an IEP or ISP.</p> <p>Specific Training planned for all VMTs in September 2019.</p>	<p>and liaises with relevant external specialists.</p> <p>Several boys with dyslexia, ADHD, processing or language difficulties successfully included at the School.</p> <p>Arrangements for laptops to be used in public examinations and lessons available for some pupils. A bank laptops has been purchased by the school for this purpose. Details for use outlined in ICT SEN policy document.</p>
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