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Hassocks

Accessibility Policy & Access Plan

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Next Review due: August 2025

LVS Hassocks is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The school will monitor its activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

DEFINITION

SEN: A student has SEN where their learning difficulty or disability calls for special educational provision, namely a provision different from or additional to that normally available to pupils of the same age. (SEND Code of Practice 2014).

The Disability Discrimination Act (DDA 1995) defines disability:

“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”.

Not all students who have a learning difficulty or special educational need are disabled.

KEY OBJECTIVES AND PRINCIPLES

- Not discriminate against students with a disability in admissions and exclusions, provision of education and associated services
- Set out procedures to enable all students with SEND to reach their full potential, to be fully included in the School community and to make a successful transition to adulthood
- Afford opportunities to students with SEND and ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all students with SEND
- Ensure compliance with the Equality Act 2010
- Have regard to guidance issued by the Equality and Human Rights Commission as is in force and amended from time to time
- Detect and manage learning difficulties whilst having regard to the SEND Code of Practice or any substituting or amending code of practice as issued from time to time
- Operate a “whole student, whole school” approach to the management and provision of support for SEND
- Work in partnership with parents to enable them to make an active contribution to the education of their child
- Not treat students with a disability less favourably for a reason related to their disability
- Make reasonable adjustments for students with a disability so that they are not at a substantial disadvantage
- Plan to increase access to education for students with a disability
- Recognise and value parents/carers knowledge of their child’s disability and its effect on his/her ability to carry out normal activities and respect their rights to confidentiality
- Provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their learning styles whilst endorsing the key principles of the National Curriculum
- Set suitable learning challenges
- Respond to students diverse learning needs and ensure that sensory needs are met through ability to use the site for walks, self-regulation, de-escalation.

- Overcome potential barriers to learning and assessment for individuals and groups of students

LVS Hassocks is committed to making the school environment as accessible as possible for all students, staff and visitors.

Education and Related Activities

In relation to accessing the curriculum, the school will continue to seek and follow the advice of outside agencies such as SEN consultants and appropriate health professionals. Included in this are examples such as expanding or adapting the curriculum offered to ensure that learners with a disability are equally as prepared for life as their typically developing peers.

Physical Environment

The building has been decorated with paint schemes which offer a calm environment for students with a diagnosis on the autism spectrum. There is a lift in the building to allow easier access to the first floors for students, parents and visitors with impaired mobility. Classroom lights are fitted with diffusers and acoustic panels help absorb excess noise in the dining halls and Oast building. The grounds are extensive and the atmosphere is peaceful and welcoming.

Sensory Needs

The sensory needs are met through an accessible uniform. Students can wear jogging bottoms or school trousers. Students have a polo t-shirt and hoodie, though can wear a cotton t-shirt without a logo if this prevents any rub from the embroidery.

Students have access to fidget toys, use of headphones and the school uses sound dampners to minimise loud noises. We do not use a school bell and only have a fire alarm, therefore reducing extraneous noise.

We take the needs of students food choices seriously and work with our catering team, who serve the food and can manage the specific needs of our students such as food not touching on the plate, pasta with no sauce etc.

The grounds provide opportunity for students to walk and have space to manage their emotions. The use of the sensory room also aids with de-escalating students emotions where required.

Provision of Information

LVS Hassocks will provide information to students, staff, parents and visitors in alternative formats within a reasonable timeframe when required or requested.

School Transport

Local authorities make the decision to provide transport to and from LVS Hassocks on a case-by-case basis for a student with a disability. They will assess the student's needs when making a decision, taking into account their disability and/or health and age.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. Training will include completing the National College modules on Equality and Diversity.

Audit of Children with Additional Learning Needs and those with Protected Characteristics as described by the Act

All students at LVS Hassocks have a diagnosis on the autism spectrum and some have associated difficulties such as dyspraxia, dyslexia, ADHD, left side hemiplegia, as well as various medical problems. When required, we will make reasonable adjustments to ensure any student with a disability is able to access the School's educational provision, e.g. improved signage in the School and staff INSET on ADHD. Induction programmes are held prior to entry into the School to familiarise students with facilities and understanding the School day.

Equality Act 2010 Protected Characteristics

The following characteristics are protected under the Equality Act 2010

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Age:

- In relation to the protected characteristic of age –
- A reference to a person who has a particular protected characteristic is a reference to a person of a particular age group
- A reference to persons who share a protected characteristic is a reference to persons of the same age group
- A reference to an age group is a reference to a group of persons defined by reference to age, whether by reference to a particular age or to a range of ages

Disability:

Definition

- The person has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

In relation to the protected characteristic of disability –

- A reference to a person who has a particular protected characteristic is a reference to a person who has a particular disability
- A reference to persons who share a protected characteristic is a reference to persons who have the same disability.

Gender Reassignment

Definition

- A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.
- A reference to a transsexual person is a reference to a person who has the protected characteristic of gender reassignment.

In relation to the protected characteristic of gender reassignment:

- A reference to a person who has a particular protected characteristic is a reference to a transsexual person
- A reference to persons who share a protected characteristic is a reference to transsexual persons

Marriage and civil partnership:

A person has the protected characteristic of marriage and civil partnership if the person is married or is a civil partner.

In relation to the protected characteristic of marriage and civil partnership –

- A referenced to a person who has a particular protected characteristic is a reference to a person who is married or is a civil partner
- A reference to persons who share a protected characteristic is a reference to persons who are married or who are civil partners

Race:

Race includes colour; nationality; ethnic or national origins. In relation to the protected characteristic of race –

- A reference to a person who has a particular protected characteristic is a reference to a person of a particular racial group
- A reference to persons who share a protected characteristic is a reference to persons of the same racial group

A racial group is a group of persons defined by reference to race; and a reference to a person's racial group is a reference to a racial group into which the person falls.

The fact that a racial group comprises two or more distinct racial groups does not prevent it from constituting a particular racial group.

Religion or belief

Religion means any religion and a reference to a religion includes a reference to a lack of religion.

Belief means any religious or philosophical belief and a reference to belief includes a reference to a lack of belief.

In relation to the protected characteristic of religion or belief –

- A reference to a person who has a particular protected characteristic is a reference to a person of a particular religion or belief

A reference to persons who share a protected characteristic is a reference to persons who are of the same religion or belief.

Sex

In relation to the protected characteristic of sex –

- A reference to a person who has a particular protected characteristic is a reference to a man or to a woman
- A reference to persons who share a protected characteristic is a reference to persons of the same sex.

Sexual Orientation

Sexual orientation means a person's sexual orientation towards persons of the same sex; persons of the opposite sex or persons of either sex.

In relation to the protected characteristic of sexual orientation –

- A reference to a person who has a particular protected characteristic is a reference to a person who is of a particular sexual orientation
- A reference to persons who share a protected characteristic is a reference to persons who are of the same sexual orientation.

Accessibility Plan 2023-2026

The School is aware that difficulties may be experienced from time to time by the need for disabled students to move around the school site and as a result of the school buildings. The School's Accessibility Plan will consider ways in which accessibility may be improved, subject to planning and budgetary constraints. Accessibility will always be a factor when planning new buildings. This plan includes how the school plans to:

- Increase the extent to which disabled students (including those with special educational needs) can participate in the School's curriculum
- Improve the provision to disabled students of information which is already in writing for students who are not disabled
- Improve the physical environment of the school in order to increase the extent to which disabled students are able to take advantage of education and associated services offered by the School.

This plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

Any actions identified in the school's accessibility plan will be included in the School Improvement Plan for the following academic year.

The School Curriculum:

	Yes	No	Action/Comment
Do we ensure that all teachers and LSA have the necessary training to teach and support students with a diagnosis on the autism spectrum (ASD)?	<input checked="" type="checkbox"/>		National College Modules CPD sessions Online training
Are our classrooms organised to meet the needs of students with ASD?	<input checked="" type="checkbox"/>		
Do lessons provide opportunities for all students to achieve?	<input checked="" type="checkbox"/>		
Are lessons responsive to student diversity?	<input checked="" type="checkbox"/>		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	<input checked="" type="checkbox"/>		
Are all students encouraged to take part in physical activities	<input checked="" type="checkbox"/>		
Can staff provide alternative ways for students with motor co-ordination challenges to engage in some form of physical education?	<input checked="" type="checkbox"/>		In liaison with Occupational Therapists
Can we provide computer technology appropriate for students with ASD?	<input checked="" type="checkbox"/>		Surface Pros – speech to text
Are there high expectations of all students?	<input checked="" type="checkbox"/>		
Do staff seek to remove all barriers to learning and participation?	<input checked="" type="checkbox"/>		Additional staff training
Is additional SEN software needed for students	<input checked="" type="checkbox"/>		Surface Pros are used with facilities to help students overcome barriers to learning

The School Environment:

	Yes	No	Action/Comment
Does the size and layout of areas, including all academic, play, social, dining halls and classrooms allow access for all students?	<input checked="" type="checkbox"/>		To access main field, wheelchair users can use the corridor and exit via the Oast
Can students who use wheelchairs move around the school without experiencing barriers to access, such as those caused by steps, stairs, doorways and toilet facilities	<input checked="" type="checkbox"/>		The second floor of the Buchanan Building is not yet accessible. A lift can be installed. In the interim, lesson location can be moved to ground floor if required.
Are pathways of travel around the school building, around the school site and parking arrangements safe, routes logical and well signed?	<input checked="" type="checkbox"/>		
Are emergency and evacuation systems appropriate to inform all students including those with additional needs?	<input checked="" type="checkbox"/>		
Are all areas to which students have access well lit?	<input checked="" type="checkbox"/>		
Are arrangements made, in liaison with therapists, to ensure that the communication and sensory needs of students are supported in all areas across the school?	<input checked="" type="checkbox"/>		
Are resources, such as chairs, selected and adjusted locally were appropriate?	<input checked="" type="checkbox"/>		Some students have bespoke seating
Have we commissioned a full access audit of the site – an assessment of the buildings in order to benchmark their accessibility to disabled people?		<input checked="" type="checkbox"/>	Arrange for September 2025

Delivery of the Curriculum:

	Yes	No	Action/Comment
Does the school provide information supported by photos, symbols or graphics for students who experience difficulties with understanding written text?	<input checked="" type="checkbox"/>		
Does the school have sufficient ICT facilities to ensure students can access or record information in an alternative format?	<input checked="" type="checkbox"/>		Additional laptops and desktops if required. Speech to text software on Surface Pros
Can the school ensure that staff are familiar with the technology provided to support students?	<input checked="" type="checkbox"/>		
Is there an understanding that some students require additional support due to mental health issues, and that this support may require time out of lessons for therapeutic activities?	<input checked="" type="checkbox"/>		

Are additional resources such as writing slopes and coloured overlays available for students	<input checked="" type="checkbox"/>		Overseen by therapists
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Staff Training:

	Yes	No	Action/Comment
Is provision in place for Safeguarding/Health & Safety/Fire Regulatory Training	<input checked="" type="checkbox"/>		Annually in September
Is provision in place for staff training on Mental Health issues	<input checked="" type="checkbox"/>		Ongoing (National College) 16 Mental Health First Aiders qualified in July 2022
Is provision in place for staff training on Self-harm	<input checked="" type="checkbox"/>		Ongoing (National College)

Outcomes for Students:

	Yes	No	Action/Comment
Sample/Quality check of progress towards EHCP outcomes	<input checked="" type="checkbox"/>		Termly
Time2Talk	<input checked="" type="checkbox"/>		Commenced from January 2019