



LANDAU
FORTE
COLLEGE
DERBY

Policy Name	Accessibility Audit and Action Plan (Part of Accessibility Plan)
Policy Number	2
Date of Issue	September 2020
Author	Laura Percival
Reviewed by	LAB – Education Committee
Date of next review	September 2021

Accessibility Audit and Action Plan for Landau-Forte College Derby

Part of Accessibility Plan

- Short: - within 1 year
Medium: - within 2 years
Long: - within 3 years

KEY:

1 Yes 2 Almost 3 Partially 4 No 5 Not applicable

Staff/Team codes

- ABR - Alison Brannick, Principal
ASP - Andrea Spencer, Visual Impairment specialist LSA
HA - Holly Allan, Care Support Assistant LSA
IN - Individual Needs
JH - Jenny Hicks, Deputy SENCO
JPM - James Marshall, Communications Officer
LB - Laura Brannigan, T6 Manager and ASD Champion
LP - Laura Percival, Assistant Principal SENCO
LSA - Learning Support Assistant
MBO - Marta Bobrek, Lead LSA for Y8
MW - Mark Weaver, Technical Systems Manager
RCN - Rachael Needham, Lead LSA for Exam Access Arrangements
SHE - Sophie Hawker, Physical Impairment specialist LSA
Site - refers to the Site Maintenance Team lead by James Nadin
WG - Will Goring, SENCO

		1	2	3	4	5	Strengths	Targets (short/med or long?)	Action to be taken / by who
Section 1: Disability Awareness/Training									
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		x					Medium: to create some student focussed videos on different areas of need for staff to use- begin with ASD	IN team and ASD champion to work with identified and willing students – LB with WG Link with the Inclusion panel to identify students who could support producing video If video not possible (costing) then create assemblies for each year groups with the students being the central voice/lead
2	Do you have arrangements for Tutors and Assistants to have the necessary training to teach and support students with disabilities if required?		x				As an inclusive school, we undertake annual information sharing and training for each new cohort of students with needs. Our Individual Needs team undertake specialist training where needed, including manual handling, evac-chair training, Autism champion training and more	Short: Offer a drop-in for new staff / staff new to the year group to review the key information sharing PPT	WG – work with HoY and LSA year leads

Section 2: How does your Academy deliver the curriculum?									
3	Do all staff seek to remove all barriers to learning and participation?		x				Our students with SEND make great progress across all years. Staff's efforts in removing barriers are effective	Short: the increased information sharing (as above) will support greater personalisation	As above
4	Is teaching appropriately differentiated to meet individual needs so that young people make good progress?		x				The progress of all students is a secure indication of the efficacy of the differentiation	Medium: Ensure graduated response identifies support and intervenes with students who have undiagnosed or	LP/WG/JH

									unmet needs that are hard to cater for in the setting Long: Set up Enhanced resource Unit alongside local authority to support greater differentiation and expertise for students with ASD	ABR with LP and WG alongside local authority
5	Are all students encouraged to take part in music, drama and physical exercise?	x						Yes. Where students struggle, we make adaptations and support them to do so		
6	Do staff provide alternative ways of giving access to experience or understanding for students with disabilities who cannot engage in particular activities – for example, some forms of exercise in physical education?	x						Our specialist LSAs for students with physical barrier work alongside the PE team and physiotherapists to make adjustments and, if needed, use PE time to undertake a physio programme		
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for students with disabilities to be fully included in the curriculum?	x						Yes, we have an inclusive and proactive team who always seek to support students with all needs to feel fully included		
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	x						We use our ILPs (individual learning plans) to highlight students who need extra time or support. We use our LSA support to provide practical assistance if needed. We have a Science focused, small-group intervention that seeks to equip learners with the skills needed to run practical experiments in the classroom	Short: Identify students who need ongoing input for practical Science experiments Short: establish whether there is any adjusted equipment available / needed for practical work for those with barriers (PI / VI) (i.e. – measuring devices with increased size amount markers/larger handles for grip etc)	Science Lead LSA with Science team SEH/HA – for students with PI ASP – for students with VI
9	Do you provide access to appropriate technology for those with disabilities?	x						Our students use a range of technology; radio-aids, laptops, specialist seating. We were	Short: expand use of reading pens for in-class working for those with the most significant barriers to literacy	RCN – review access arrangement priorities and roll out alongside English dept.

									proud to purchase some e-readers for students with visual impairments and some reading pens to help exam access		RCN with LSA year leads in Y7/8 – using EHCP indication of literacy needs and staff input, set up 2 or 3 reading pen support lessons for key students who may continue to use this provision in KS4
10	Are Academy visits, including overseas visits, made accessible to all students irrespective of attainment or disability?	x							Our students are excited to say they are always included on visits and we work hard to ensure they can go regardless of barriers. They are part of our community and we would never consider not having them as part of our extra-curricular experiences.		

		1	2	3	4	5	Strengths	Targets (short/med or long?)	Action to be taken / by who
Section 3: How does your Academy deliver materials in other formats for anyone who needs it?									
11	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	x					We are proud to have a specialist visual impairment support assistant who is trained to modify and adapt learning resources		
12	Do you have facilities such as ICT to produce written information in different format?	x					We often produce information on different coloured backgrounds for students with visual stress		
13	Do you ensure that information is available and meetings are accessible to staff, students and parents in a way that is user friendly for all people with disabilities and those who are not fluent in English?			x			We work with translators where necessary for in-meeting support. Our standard procedure is to upload documents from their origin app to PDF which means website users can use their software to adjust text and use read aloud.	Short: ICT staff to be trained to ensure there are no scanning documents to upload. Ensure training covers exporting text from origin app source so the text is available directly on the website and therefore more compatible with screen reader	MW and JPM to lead on training of wider team.

										support, Google translate and zoom text on devices. Long: survey our most commonly spoken languages. Adapt key information in to the 2 most common home tongues. Consider adapting GCSE option booklet and welcome material in first instance.	Inclusion panel to lead - Support from students or staff with those home languages
14	Is furniture and equipment selected, adjusted and located appropriately?	x									
15	Do you ensure that all Academy staff are familiar with technology and practices developed to assist people with disabilities?		x						Staff have a good knowledge of most of our tech.	Medium: ensure staff know about the purpose of reading pens and how to implement them in practice Short: staff training again on radio-aids. S and H could lead this by creating a video / short PPT with embedded clips to send round. These can be used to meet their request to re-train new teachers.	RCN – run staff training on reading pens MBO – work with S and H to create a training resource that can be used again and again

		1	2	3	4	5	Strengths	Targets (short/med or long?)	Action to be taken / by who
Section 4: Is your Academy designed to be accessible and meet the needs of all students?									
(4a) General									
16	Are pathways and routes logical and well signed (both internal and external)?		x				The signing is clear, routes apparent but needs consideration.	Feedback from our students with ASD indicates the room letter/number system is confusing and not logical. Short: work with those students to create a proposal for the Inclusion panel about how rooming could look and what would feel more logical	JH/LB – liaise with inclusion panel to seek their views and set up ASD group to create proposal to be reviewed by panel
17	Is appropriate furniture and equipment provided to meet the needs of individual students?	x					We have students who have specialist seating (Tango Velo)		

							chairs and mobility tools. We have height adjustable tables too.		
18	Do furniture layouts allow easy movement for students with disabilities?		x				The learning support area is well-spaced for easy movement.	Long: Students have feedback that classrooms can be hard to manoeuvre around. This is a difficult obstacle to overcome due to the rigid parameters of the classroom sizes. It will be considered in relation to the expansion.	ABR - to work with expansion planners to consider what space is needed in classrooms to accommodate full class sizes and wheelchair manoeuvrability
19	Are quiet/calming rooms available to students who use this facility?	x					Our Calm Corner is well used and we encourage student to access it using a time-out card or scheduled sensory rest breaks	Our students with ASD would like this space, when redesigned, to have the capacity to be bigger and contain more private space Long: create an improved space	ABR/LP – work with planners in relation to the expansion to ensure ASD ERB is designed with student voice considered

		1	2	3	4	5	Strengths	Targets (short/med or long?)	Action to be taken / by who
(4b) Getting into the building									
20	Are car park spaces reserved for disabled people near the main entrance?		x				We have 2 designated spaces	Long: Building expansion to take into account increase number of wheelchair users and protect 2 more spaces for disabled users	ABR - to be included on the expansion plan drawings
21	Are there any barriers to easy movement around the site and to the main entrance?	x					We have a wide, open welcoming main space with no apparent barriers.		
22	Are steps needed for access to the main entrance?				x				
23	Do all those steps have a contrasting colour edging?					x			
24	If there are steps, is a ramp provided to access the main entrance?					x	There is no lip/steps into the main building but the newer building has a lipped edge that	Short: re-pave the exterior to line up the paving with the lip to ensure smooth entrance	Site: cost and implement

										prevents the Tango-Velo chairs from accessing safely.		
25	Is there a continuous handrail on each ramp, stair flight and landing to the main entrance?								x			
26	Is it possible for a wheelchair user to get through the principle door unaided?								x	The door has an automatic function, pressed from reception. The door also has a swipe card function but it's positioning on the side of the door frame is restrictive.	Long: Create a free-standing post with the swipe system installed to enable wheelchair users to pull alongside it and operate independently.	Site: investigate and cost adjustment
27	If no, is an alternative wheelchair accessible entrance provided?								x			

		1	2	3	4	5	Strengths	Targets (short/med or long?)	Action to be taken / by who			
(4c) Internal facilities												
28	If there is a lobby at the principle entrance, is it possible for a wheelchair user to negotiate the doors?									x		
29	Do all internal doors allow a wheelchair user to get through unaided?									x	All internal doors are manually opened. Many doors now opened using proprietary fire door holding mechanisms, allowing free movement between areas of the College.	
30	Do all the corridors have a clear unobstructed width of 1.2m									x		
31	Does the building have a wheelchair accessible toilet?									x	We have a range of accessible toilets.	Short: Feedback from one of our students has led to a revising of the handrail positioning in order to help manoeuvre with independence in the toilet. Site to re-position handrails

32	Does the building have accessible changing rooms/shower facilities?									Students can access the changing area but manoeuvrability is cramped. There is no accessible way into the shower areas. We have installed a fully accessible changing area with hoist but this has no showering facilities. I	Long: the accessible changing area is cramped, poorly ventilated and needs a complete overhaul in the expansion. Medium: If the changing rooms are upgraded, site will liaise with IN team about installation of some accessibility aids to make it possible for students to change with peers if possible	ABR - ensure requirements are handed over to site. Site: ensure students' needs are sought and considered in changing room upgrade
----	---	--	--	--	--	--	--	--	--	---	---	---

		1	2	3	4	5	Strengths	Targets (short/med or long?)	Action to be taken / by who
(4d) Vertical Movement									
33	How many storeys in the building? Please insert letter A = single storey throughout with some split level parts B =single storey C =single storey with some 2-3 storey parts D = Mainly 2 or 3 storey						D		
34	If the building is on more than one level, do the internal steps/stairs have contrast colour edgings?			x			The main staircase has colour edging	Short: the back stairs do not have contrasting edging. Students with VI have indicated this makes the stairs harder to use safely.	Site: install contrasted edging in all staircases
35	Is there a continuous handrail on each internal stair flight and landing?	x							
36	Does the building have a lift that can be used by wheelchair users	x					We have a lift in each of the buildings	Long: the mechanism is not easy to operate from a wheelchair as the chair would need to be side-on to reach the button- the automatic doors then close before the chair can be propelled to front facing to enter the	Site: lift mechanism to operate on externally (separate to lift door) standing swipe or button or a radar to detects the key from a greater distance

41	Is a hearing induction loop available (either fixed or portable) in the Academy?			x		We have one in the theatre. The other areas are covered by the use of the portable radio-aids.		
42	Does the building have a 'Soundfield' sound reinforcement system?				x			
43	If there is a 'Soundfield' system, in what area							
44	Do emergency alarm systems cater for those with hearing impairment (e.g. flashing light)?				x	Partial coverage in areas such as Technology and Science. Discussion with the students attending who have a hearing impairment indicate the alarm is sufficiently loud and installation of more flashing lights not a priority.		



LANDAU
FORTE
CHARITABLE
TRUST

Date	
Change Made	September 2020
Made By	Laura Percival