| Policy Name | Accessibility Audit and Action Plan (Part of Accessibility Plan) |
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| Policy Number | 2 |
| Date of Issue | September 2020 |
| Author | Laura Percival/William Goring |
| Reviewed by | LAB – Education Committee |
| Date of next review | September 2024 |

# 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 |
| CHR | - | Chloe Harris, Visual Impairment specialist LSA |
| DH | - | Donna Hackett, Lead LSA for Exam Access Arrangements |
| HA | - | Holly Allan, Care Support Assistant LSA |
| HOY | - | Head of year |
| IN | - | Individual Needs |
| JH | - | Jenny Hicks, Deputy SENCO |
| LP | - | Laura Percival, Assistant Principal SENCO |
| LSA | - | Learning Support Assistant |
| 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 |
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| **Section 1:  Disability Awareness/Training** | | | | | | | | |
| 1 | Do you provide disability awareness training to enable all staff to understand and recognise disability issues? | x | | | | | The relevant staff have a detailed knowledge of the safety plans linked to particular students with physical needs<br><br>All staff have engaged in information sharing related to new students with a disability<br><br>All staff have access to training presentations used to ensure new staff are informed. | Medium: to create some student focussed videos/presentations on different areas of need for staff to use. The first will be ASD delivered through the lens of an ASD yr13. | IN team to work with identified and willing students.<br><br>Link with the Inclusion panel to identify students who could support producing video/presentation<br><br>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.<br><br>The SENCO regularly shares updates on priority groups of students as well as sharing best proactive and strategies to meet emerging needs<br><br>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<br><br>Long: Deliver a termly drop in support session for staff with a specific need focus. | WG – work with HoY and LSA year leads |

| Section 2: How does your Academy deliver the curriculum? | | | | | | | | | |
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| 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<br><br>Short: The SENCO will create and circulate a concise SEND bulletin documenting key information related to students with a disability/additional need | As above |
| 4 | Is teaching appropriately adapted 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 unmet needs that are hard to cater for in the setting | LP/WG/JH |
| 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 | Long: identify a member of the IN team to explore expressive/creative arts opportunities within the city | JH/IN team |
| 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 | Long: The SEND team to create links with providers/charities that offer inclusive sporting opportunities | WG/IN team |
| 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 | Short: Identify students who need ongoing input for practical Science experiments/ DT classrooms | Science Lead LSA with Science team. Technology technicians |

| # | Question | | | | | | Response | Action | Responsible |
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| | | | | | | | support to provide practical assistance if needed.<br><br>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: 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) | HA – for students with PI<br><br>CHR – for students with VI |
| 9 | Do you provide access to appropriate technology for those with disabilities? | | x | | | | We work with a range of professionals to ensure our students use a range of technology; radio-aids, laptops, specialist seating. We were proud to purchase some e-readers for students with visual impairments and some reading pens to help exam access | Short: expand use of reading pens for in-class working for those with the most significant barriers to literacy | DH – review access arrangement priorities and roll out alongside English dept.<br><br>DH 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.<br><br>We fund additional travel support to ensure SEND learners have equal access to visits and our enrichment programme | | |

| | | 1 | 2 | 3 | 4 | 5 | Strengths | Targets (short/med or long?) | Action to be taken / by who |
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| **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. | 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 | | | | | Yes, the IN team works closely with the site team to ensure the classrooms and building is supportive of our students needs | | |
| 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 assistive technology. | Medium: ensure staff know about the purpose of reading pens and how to implement them in practice<br><br>Short: staff training again on radio-aids. These can be used to meet their request to re-train new teachers. | DH – run staff training on reading pens<br><br>HI team – work with the IN team to create a training resource that can be used again and again |

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| **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. | Short: Work with the advisory teaching team (SH) to complete a walk through audit of the school site to ensure we are compliant with VI regulations<br><br>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/CHR- Work with SH to complete an audit of the school site.<br><br>WG– 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. We will aim to room PI students in appropriate spaces to allow for free and unobstructed movement | The IN team to work with the timetable planners to ensure rooming of PI students is completed first. |
| 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 to be bigger and contain more private space | WG/ABR to consider re rooming of learning support settings |

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| **(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: Provide specific location for taxi pick up and drop off | WG/ABR- To work with site team to identify this space and make appropriate pavement markings |
| 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 prevents the Tango-Velo chairs from accessing safely. | Short: re-pave the exterior to line up the paving with the lip to ensure smooth entrance | Site: cost and implement |
| 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 | | | |

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| **(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? | | | x | | | 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. | Long: the accessible changing area is cramped, poorly ventilated and needs a complete overhaul. This is dependent on a new space becoming available.<br><br>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 | .Site: ensure students' needs are sought and considered in any changing room upgrade |

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| **(4d) Vertical Movement** | | | | | | | | | |
| 33 | How many storeys in the building?   Please insert letter<br><br>**A**= single storey throughout   **B**=single storey with some split level parts   **C**=single storey with some 2-3 storey parts<br><br>**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 lift. All students therefore need adult support to use the lift | 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 |
| 37 | Do you have any other sort of mechanical means provided to move between floors?  If Yes, please state | | | | x | | | | |
| 38 | Is it possible for a wheelchair user to use all the fire exists from areas to which they have access? | | | x | | | Refuge points are identified on 2nd floor of buildings. Learning Support/Site staff are Evac Chair trained. All ground floor areas have accessible exits. | Medium: increase the number of accessible ground floor exits points in both buildings | Site staff- review each exit and determine a schedule of works that begins to move towards great inclusivity of exit. |

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| | | | | | | | We have 11 of 19 ground floor fire exits that are accessible in the main building.<br><br>We have 2 of 7 accessible exits on the ground floor of the new building. | | |

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| **(4e) Sensory Impairment** | | | | | | | | | |
| 39 | Are non-visual guides used to assist people to use the buildings? | | | | x | | This needs consideration and research in to what a guide might look like.<br><br>We have a narrated tour of the building on the website but it does not have sufficient detail to act as a guide for a visually impaired person | Medium: Consider how other organisations implement something like this and what it might look like. | JH/CHR- Explore local schools for students who have lost their sight. |
| 40 | Could any of the décor be confusing or disorientating for students with disabilities? | | | | x | | This is very hard to judge due to the range of décor and the range of disabilities. | We have, as indicated, identified the need to consider the rooming system and the use of colour edging. | |
| 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. | | |
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| Date | |
|---|---|
| **Change Made** | **September 2023** |
| **Made By** | **William Goring** |