

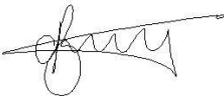
Accessibility Plan



**THE LADDER
SCHOOL**

Redefining alternative provision



Date of Creation (first edition)	November 2018
Date for Review	June 2023
Date posted on website	October 2022
Policy updates and amendments	October 2022
Member of staff responsible for the policy	Principal
Date adopted by the Local Governing Body	October 2022
Signed by Principal	
Signed by Chair of Governing Body	



Version Control

Version	Author	Date	Changes Made
1.0	CB	Nov 2018	First Edition
1.1	RW	April 2020	Changes to present tense
1.2	PB	May 2021	Addition of Accessibility action plan, more detailed information about Disability Act, Equality Act and admission of students and raising awareness of sexual violence and harassment
1.3	PB	Sept 2022	Changes to reflect move to new school

Mission Statement

The Ladder School is a safe, well ordered and caring environment for learning. It delivers high quality education to all its students and supports them to develop their individual potential for growth, self-worth and self-control.

High quality outstanding teaching, and clear and consistent guidance and support facilitates students in succeeding in education. Our broad and balanced academic and vocational curriculum will provide students with access to a broad range of accredited qualifications as well as educational and social experiences, which will address their learning and emotional needs. Our purpose is to support every student to develop their true potential, make positive contributions to their families and find fulfilment in employment.

Values

1. Alternative Provision doesn't mean a dumping ground...it's mainstream with the reasonable adjustments to succeed
2. High standards and high expectations are incredibly important and are the corner stones to a successful school
3. The Ladder School should become the go-to place for educators from across the country to see best practice
4. Good simply isn't good enough
5. Learning is about a journey and there is more than one way to get to the destination
6. Qualifications, manners, respect and opportunity should be the foundations for students that need a second chance.

School Ethos



High Standards

Daring to Dream

Traditional Values

Success

Personalised Support

High standards – students are pushed to achieve beyond their potential, and staff work to ensure everything that we do is better than people expect.

Daring to Dream – students at The Ladder School may have been in an educational setting where they lack aspiration to be successful, at The Ladder School we challenge students to reach their potential and go on to further education and employment.

Traditional Values – some things often get forgotten in education, at The Ladder School we pride ourselves on mutual respect, good manners, making a positive contribution, supporting one another and an orderly, litter free environment.

Success – can come in many virtues, at The Ladder School we celebrate the small steps every day and tell students when they are doing well. We ensure that students can have a successful future.

Personalised Support - all students at The Ladder School have a Learning Coach who guides them, sets them bespoke targets and supports them in making social and academic progress.

1. Introduction

The Equality Act 2010 has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The following plan is The Ladder School's commitment to ensure the Equality Act is adhered to. This encompasses all aspects of school to ensure everyone is treated in an equitable manner. The Ladder School is committed to ensuring everyone is free from discrimination of any kind.

The Ladder School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. In particular, regard is taken of:

- the arrangements for the admission of disabled pupils
- the steps taken to prevent disabled pupils from being treated less favourably than other pupils
- the facilities provide to help disabled pupils to access the school
- increasing the extent to which disabled pupils can participate in the school's curriculum
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled



2. Definition of Disability

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students, and prospective students, parents and stakeholders with a disability.

4. Principles

The Ladder School has an up to date and accurate Special Educational Needs Policy and focuses on compliance with the Equality Act to ensure we achieve the best possible outcomes for those with additional needs. The Ladder School is committed to achieve the very best for all students, parents, staff and stakeholders to ensure they are treated equally, fairly, with dignity and respect.

The Ladder School recognises its duty under the Equality Act;

- not to discriminate against disabled students in relation to school admissions and exclusions, and provision of education and associated services
- not to treat disabled students, staff, parents or stakeholders less favourably,
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage
- to publish this Accessibility Plan

The Ladder School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal activities and respects the parents' and child's right to confidentiality.

The school provides all students with a broad and balanced curriculum, differentiated and reasonably adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges and targets
- responding to students' diverse learning needs



- overcoming potential barriers to learning and assessment for individuals and groups of students
- offering additional in/out of class support to those students who need it,
- The Ladder School recognises that a disability is not just a physical limitation

5. Activity

The Ladder School has taken the following measures to ensure the main activities undertaken in school help us to achieve our overall objective;

Education and related activities

- The Ladder School will continue to seek and follow the advice of Local Authority services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts
- We will ensure this is reviewed on a regular basis
- Providing for all students a curriculum which is appropriate to their needs
- Ensuring that the curriculum is delivered in such a way that all students, regardless of any impairment, may benefit fully from it

Physical environment

- The Ladder School will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises (particularly in relation to the new build), such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings
- We will provide appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all students
- The Ladder School temporary site is an old building and experiences difficulties with the layout of the site; we will endeavour to minimise these difficulties where possible

Provision of information

- The Ladder School will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested
- Providing for students and their parents/carers, information about the academy and its curriculum in a format that takes account of any disabilities

Arrangements for the admission of disabled students

- The Ladder School will endeavour to ensure that all information is obtained from commissioning schools and through interviews prior to admission
- We will ensure that appropriate access arrangements are in place for pre-entry baseline and cognitive ability testing



Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increasing the extent to which disabled pupils can participate in the school's curriculum – significantly improved since move to new build July 22	<p>Our school offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p>Short Term</p> <p>All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs ensuring all staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable students.</p>	<p>Curriculum modified in response to changing needs as informed by the SENCO</p> <p>Plan and deliver bespoke training opportunities when the need arises</p>	<p>SENCO</p> <p>SENCO, DSL, T&L lead</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Students making expected or better progress. Learning Walks ensure this is embedded in lessons.</p> <p>Staff are confident at using suggested strategies, Students benefit from an adapted delivery of curriculum appropriate to needs.</p>
	<p>Provision of a MUGA, outdoor play area and multi purpose hall to enhance and improve the PE provision for students/ dual purpose lunch/ break time and after school opportunities</p>	<p>Medium Term</p> <p>Ensure that we have succession planning in place for every specialist role within the school so that we will always have the expertise required within the team despite changes to staff</p>	<p>Performance management and Further Professional Learning needs identified</p> <p>Provision of basketball and football equipment.</p>	<p>PM Link to advise and direct training needs for staff</p> <p>SLT, Premises</p>	<p>Ongoing</p>	<p>Staff training and qualifications in place to ensure the learning and physical needs of all students are met</p>

		Develop fitness suite	RA in place (Elite and Health and Safety policy) Provision of fitness suite equipment	manager, PE Lead	Ongoing	Staff are confident at using area, Students benefit from an adapted delivery of curriculum appropriate to needs and more access to outdoor space
Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school – significantly improved since move to the new build	The environment is adapted to the needs of students as required. This includes: Specific equipment Disabled toilets on all floors Ramps Lift Corridor width	Short Term Students with specific needs have all the appropriate equipment and furniture.	Purchase of specialised ergonomic chairs to assist access to the school environment as needed	OT and EP advice to SENCO and site manager	Latest purchases made to accommodate Sixth Form student	Improved outcomes for students

<p>Improve the facilities provide to help disabled pupils to access school</p>	<p>Lifts Ramps Corridor width Increased number of automated doorways for students who would ordinarily rely on LC or teacher support to open doors All fire exits are suitable for all students, including those with mobility issues or wheelchair users.</p>	<p>Disabled parking spaces LRV strips to mark stairs hand rails</p>	<p>Short Term Personal evacuation plans for identified vulnerable students. Timetables for identified students are continually checked to ensure designated classrooms in each subject area are accessible both in size and positioning in the school building. Medium Term To continually maintain appropriate light ratio (Colour contrast LRV) on vertical posts, steps and handrails, to support students who may join with VI</p>	<p>Develop Personal Evacuation plans for specific students Staff informed of which students they are responsible for in an emergency situation. Staff are continually informed of all students with mobility issues and create a suitable timetable to meet their need. All areas both internal and external to be included, ongoing maintenance of existing warning fixtures and strips. Checked and maintained all year round.</p>	<p>H&S lead, in conjunction with Sixth form lead and SENCO Timetable lead in conjunction with head of sixth form and SENCO Site manager</p>	<p>2022 and ongoing Annually Ongoing , new buildings to be included Jan 2023</p>
				<p>Transition period</p>		

			Long Term To ensure that all new and existing buildings and rooms continue to allow independent access for all	in new school to be closely monitored. Ensure total compliance with building and DDA regulations.	Site Manager	
The arrangements for the admission of disabled pupils	<i>Parents and the Local Authority may apply for special arrangements to be made for those children who satisfy the Governors that they have special educational needs, or who suffer from a disability.</i>	Short/medium Term Use of a certified Ed Psych to assess applications and suggest amendments	Access Arrangements given for testing	SENCO Exams officer	ongoing	Appropriate arrangements are in place
Access Arrangements	<i>Regular updating of access arrangement as students join throughout including late into year 11</i>	Contact with SENCO of commissioning school prior to joining Training of staff	All staff trained in invigilation and identified staff additional access arrangements training.	Exams officer, all staff	Ongoing	Invigilation staff are confident with access arrangements, Students benefit from an adapted examination/facilities

Steps taken to prevent disabled pupils from being treated less favourably than other pupils	<i>Equality Policy and Anti-Bullying Policy are shared and promoted through the Home-School Agreement, regular home/school communication, Increased awareness of Sexual violence and Harassment</i>	Short/medium Term Regular updates to parents and students Skills lessons and whole school assemblies to raise awareness Explicit information on tracker about disclosing concern Staff complete educare training unit on Sexual violence and harrassment	Monthly updates Weekly Bullying and behaviour reports Weekly assemblies to pick up relevant themes	SENCO, SLT	Ongoing April 2022 April 2022	Ongoing understanding Students aware of reporting and referral mechanisms Students/staff are aware of standards and expectations
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Monitoring arrangements

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary. It will be approved by the Local Governing body and the Principal

Links to associated school policies and procedures

Links to:

- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- Behaviour Policy
- Safer Recruitment Policy/Procedure
- E-safety Policy
- SEND policy
- Allegations Against Staff (Staff Disciplinary Policy and Procedures)
- Anti-Bullying Policy
- Acceptable Use Policy

Links to DfE guidance

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual violence and sexual harassment between children in schools and colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

