



PATRON  
HM THE QUEEN



# Hassocks

A unique, positive education for  
young people on the autism spectrum

## Accessibility Policy and Access Plan

Policy Date: 7<sup>th</sup> February 2017

Policy Agreed By:

Policy Review Date: 7<sup>th</sup> February 2019



LVS Hassocks is committed to providing an environment that enables full curriculum access that values and includes all learners, 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**

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”

## **KEY OBJECTIVE**

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in the school community for learners and prospective learners, with a disability.

## **PRINCIPLES**

Compliance with the DDA is consistent with the schools aims and equal opportunity policy. LVS Hassocks recognises that it has to:

- Not discriminate against learners with a disability in admissions and exclusions, provision of education and associated services
- Not treat learners with a disability less favourably for a reason related to their disability
- Make reasonable adjustments for learners with a disability so that they are not at a substantial disadvantage
- Plan to increase access to education for learners 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 learners with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual learners and their learning styles whilst endorsing the key principles of the National Curriculum
- Set suitable learning challenges
- Respond to learners diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of learners

LVS Hassocks is committed to making the school environment as accessible as possible for all learners, 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 learners with a diagnosis on the autism spectrum. There is a lift in the building to allow easier access to the first floors for learners, 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 builgin. The grounds are extensive and the atmosphere is peaceful and welcoming.

### **Provision of Information**

LVS Hassocks will provide information to learners, 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 learner'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.

## 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 2017-2018

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 teaching assistants have the necessary training to teach and support learners with a diagnosis on the autism spectrum (ASD)?	✓		
Are our classrooms organised to meet the needs of learners with ASD?	✓		
Do lessons provide opportunities for all learners to achieve?	✓		
Are lessons responsive to learner diversity?	✓		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓		
Are all learners encourage to take part in physical activities	✓		
Can staff provide alternative ways for learners with motor co-ordination challenges to engage in some form of physical education?	✓		In liaison with Occupational Therapists
Can we provide computer technology appropriate for learners with ASD?	✓		
Are there high expectations of all learners?	✓		
Do staff seek to remove all barriers to learning and participation?	✓		Additional staff training

#### The School Environment:

	Yes	No	Action/Comment
Does the size and layout of areas, including all academic, play, social, dining halls, classrooms and residential allow access for all learners?	✓		
Can learners who use wheelchairs move around the school without experiencing barriers to access, such as those caused by steps, stairs, doorways and toilet facilities	✓		The second floor of the Buchanan Building is not yet accessible. A lift can be installed
Are pathways of travel around the school building, around the school site and parking arrangements safe, routes logical and well signed?	✓		Review of existing taxi drop off/pick up and parking arrangements
Are emergency and evacuation systems appropriate to inform all learners including those with additional needs?	✓		



Are all areas to which learners have access well lit?	✓		
Are arrangements made, in liaison with therapists, to ensure that the communication and sensory needs of learners are supported in all areas across the school?	✓		
Are resources, such as chairs, selected and adjusted locally were appropriate?	✓		

### Delivery of the Curriculum:

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