

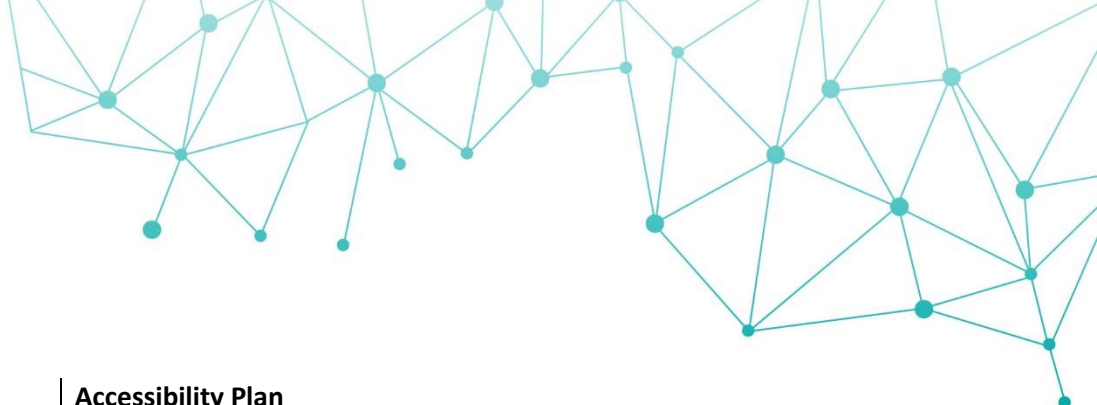


LANCASTER UNIVERSITY
SCHOOL OF MATHEMATICS

Lancaster University

School of Mathematics

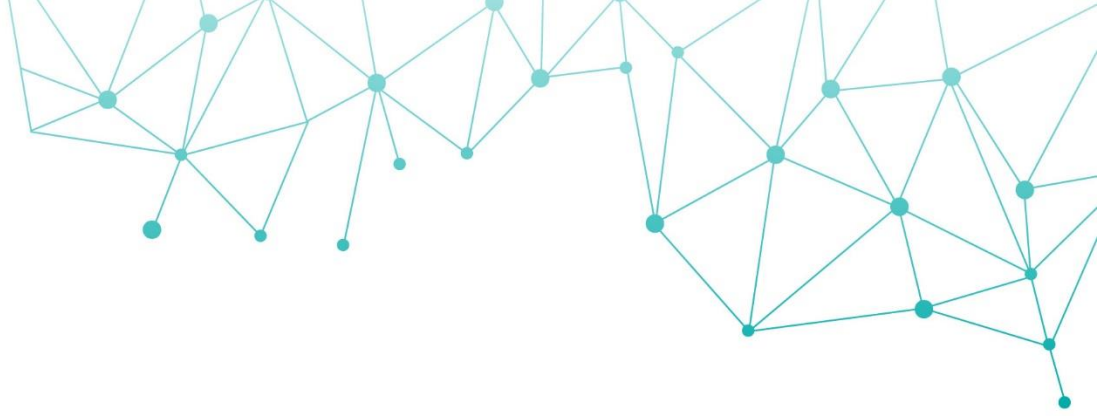
Accessibility Plan



Title	Accessibility Plan
Document Owner	Head of School
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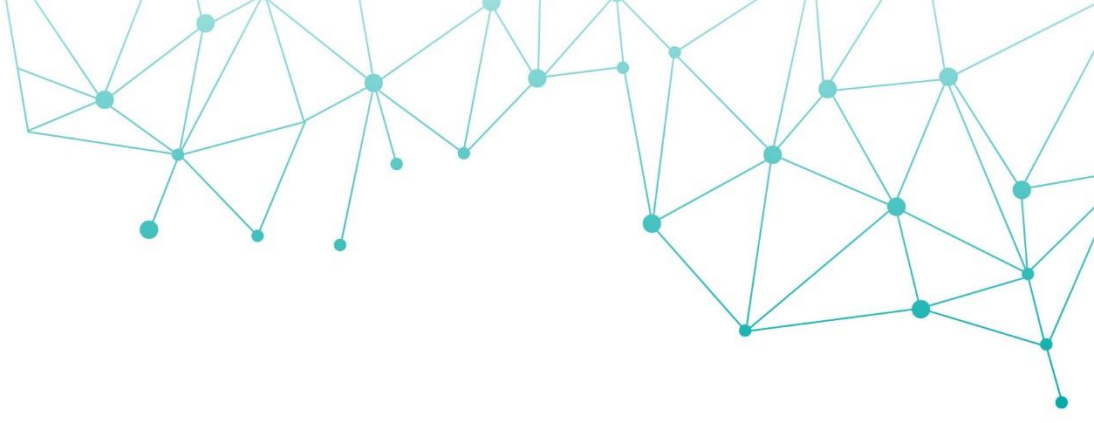
The Rigby Education Trust was set-up to operate and oversee the Lancaster University School of Mathematics.

The Rigby Education Trust is an academy trust and a charity. The Lancaster University School of Mathematics is the charitable activity of the academy trust. Therefore, in this document references to the Maths School apply to the Rigby Education Trust.



Contents

1.0.	Aims.....	1
2.0.	Responsibilities.....	2
3.0.	What is a Disability?	2
4.0.	The Accessibility Plan	3
5.0.	Action Plan	4



1.0. Aims

This Accessibility Plan aims to ensure that the Trust meets the principles of the Equality Act 2010 to eliminate unlawful discrimination, advance equality of opportunity for people with a protected characteristic and foster good relations between those with a protected characteristic and those without a protected characteristic. This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) Guidance for Schools and Colleges on the Equality Act 2010.

As a brand-new school with entirely new facilities, the Trust will take all reasonable steps to ensure that the physical environment is developed and maintained to a high standard and enables full equality of access for all people. This is in addition to the curriculum and written information, so that all students with disabilities or protected characteristics can fully access the education and associated opportunities provided at the Lancaster University School of Mathematics.

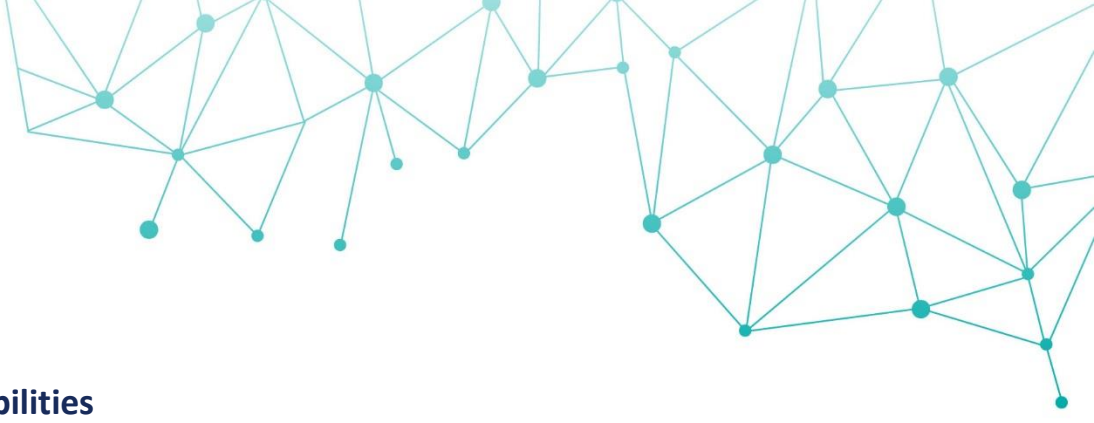
The Accessibility Plan should be read in conjunction with the following Trust policies, strategies, and documents:

- Admissions Policy
- Equality and Diversity Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- Supporting Learners with Medical Needs Policy

The terms of reference for all Trust sub-committees will include the need to consider Equality and Diversity in their respective domains.

If any concerns are raised in relation to the Accessibility Plan, steps for reviewing the concern and updating the plan are covered within the Rigby Education Trust's Complaints Policy.

The Accessibility Plan will be monitored by the Finance, Audit and Risk Committee and will be reviewed and updated as necessary, every 3 years.



2.0. Responsibilities

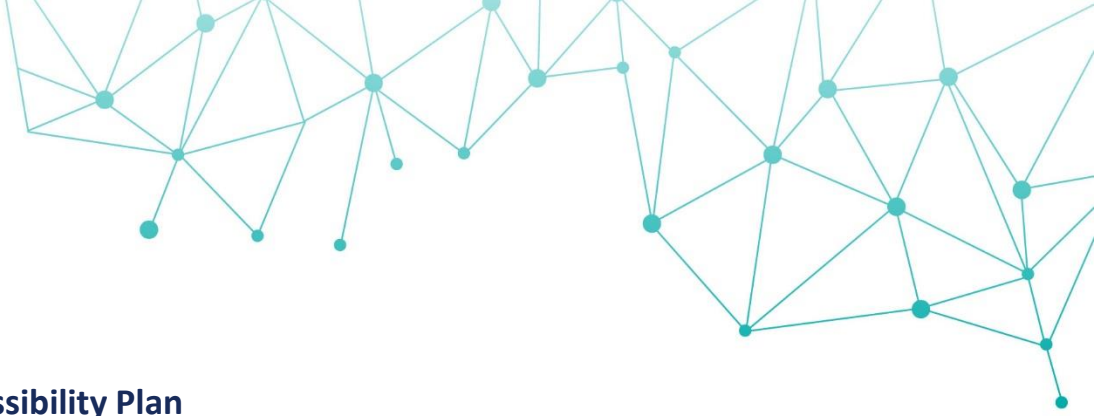
- All staff are responsible for identifying and removing barriers to learning for disabled students
- All leaders are responsible for improving accessibility within their areas of responsibility
- The Board of Trustees is responsible for the approval of this plan
- The Finance, Audit and Risk Committee is responsible for monitoring the implementation of the plan and for reviewing and approving this plan every three years
- The Head of School is responsible for ensuring the resourcing, implementation and updating of this plan
- The SENCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of this plan in meeting disabled students' needs

3.0. What is a Disability?

The Equality Act (2010) states that *"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."* Physical or mental impairments include sensory impairments in addition to any hidden impairments. In the Act '**substantial**' means '**more than minor or trivial.**' '**Long term**' means **has lasted or is likely to last more than 12 months.**

The definition is broad and includes children with a wide range of impairments, including learning difficulties, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the students' ability to carry out day to day normal activity is adverse, substantial and long term.** All those with long term medical conditions such as cancer (including the survivors of cancer), HIV or Multiple Sclerosis are now included within this policy from the point of diagnosis.

The test of whether the impairment affects normal day to day activity is whether it effects one or more of the following: mobility; manual dexterity; physical co-ordination; continence; ability to lift, carry or otherwise move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn and understand; perception of risk or physical danger.



4.0. The Accessibility Plan

The Accessibility Plan will be reported on annually in respect of progress and outcomes and provide a projected plan for the three-year period ahead of the next review date. The plan reflects statutory requirements for the setting of Equality Objectives.

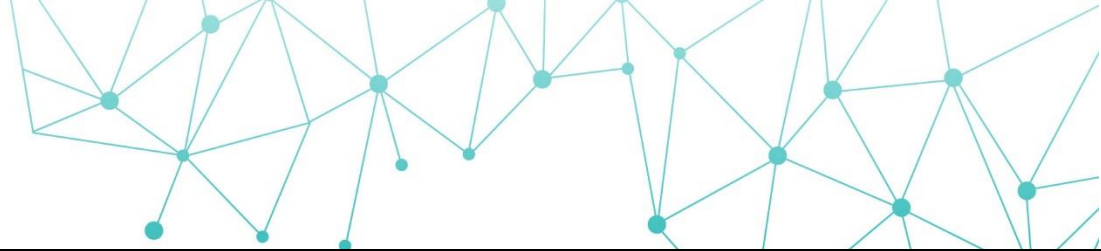
The Accessibility Plan is structured to complement and support the Trust's Equality Objectives. The Trust is committed to providing an environment that enables full curriculum access, that values and includes all students, staff, parents/guardians and visitors regardless of their education, physical, sensory, spiritual emotional and cultural needs. The Trust is committed to taking positive action in the spirit of the Equality Act (2010) with regard to disability and to reinforcing the Trusts culture of inclusion, support and awareness.

The Accessibility Plan will include timely and relevant actions to:

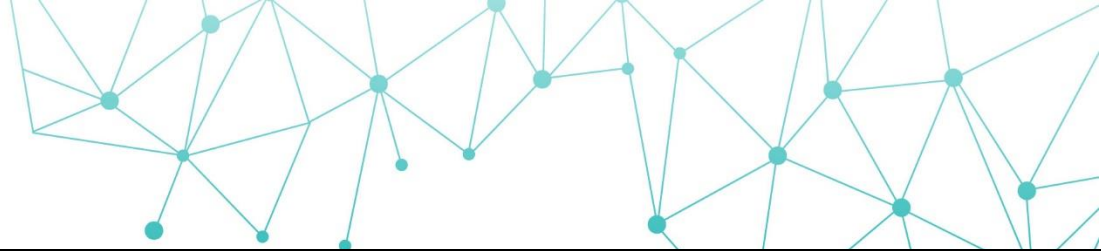
- Increase access to the curriculum for students with a disability, ensuring that students with a disability are as equally prepared for life as are our students who do not have a disability. If a school fails to do this, they are in breach of duties under the Equality Act 2010. This covers teaching and learning and the wider curriculum of the school as well as enrichment activities. It also covers the provision of specialist or auxiliary aids or equipment, which may assist students in accessing the curriculum.
- Improve access to the physical environment - adding specialist facilities where necessary. This covers improvement to the physical environment of buildings and physical aids to access education within a reasonable timeframe.
- Improvement to the delivery of written information to students, staff, parents and visitors with disabilities; examples may include hand-outs, textbooks and information about the school and school events; the information will be made available in various preferred formats within a reasonable timeframe.

5.0. Action Plan

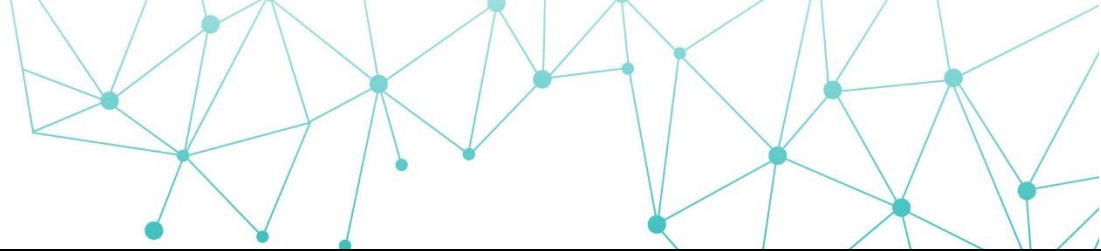
Aim	Current Good Practice <i>Includes established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person Responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for learners with a disability	Students are invited to inform LUSOM of any SEND at application stage, throughout the admissions process and at enrolment.	Establish MIS and student progress tracking systems so all relevant information on learner needs is used to	Trust to procure and set-up MIS and student tracking systems to allow for all needs to be effectively captured and tracked	Head of School/Executive Principal	May 2022	All student needs identified, positive student/staff/parent feedback
	The school will liaise with existing secondary schools, where appropriate, during the admissions process.	differentiate the delivery of the curriculum for all learners.	Develop and deliver specific training for all teaching and support staff during the induction process to assist in delivering the curriculum in more accessible ways and to set SMART targets	Head of School	Sept 2022	Staff feedback
	The enrolment and induction process will screen for any additional needs.	Implement training for all teaching and support staff so they can support learners, set SMART targets and can track				
	Achievement tutors and student support staff will support					



	<p>students with additional needs and liaise with the SENCo to ensure the student can fully access the curriculum.</p> <p>Technology is to be specified and deployed to enable personalised learning and for content to be accessed on-demand.</p> <p>School systems are to track progress of all students and set out effective targets for students with additional needs.</p> <p>Curriculum is to be developed to meet the needs of all students.</p>	<p>student progress effectively.</p> <p>Ensure curriculum resources are developed to include people with disabilities and are presented in more accessible ways in line with SEND guidance.</p> <p>Capture and monitor feedback from students on their satisfaction with accessibility</p>	<p>Undertake an accessibility review on all curriculum resources prior to adoption</p> <p>Design annual survey to be distributed to all students that covers accessibility issues.</p>	<p>SENCo</p> <p>SENCo</p>	<p>Oct 2022</p> <p>January 2023</p>	<p>Positive staff and student feedback</p> <p>Progress of SEND learners in comparison to other learners is similar</p> <p>Annual survey is undertaken</p>
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<p>Improve and maintain access to the physical environment</p>	<p>The physical environment of the school is designed (or adapted) to the needs of learners, as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Corridor widths • Disabled parking bays • Disabled toilets and changing facilities • Shelves at wheelchair accessible heights 	<p>Ensure the new building specification and design complies with relevant Equality legislation</p>	<p>Review building design and specification (including furniture and equipment)</p>	<p>Technical Advisors</p>	<p>Jun 2022</p>	<p>Written confirmation of compliance received</p>
		<p>Ensure the building entrance is fully accessible from London Road</p>	<p>Secure approvals from Preston City Council and Department for Education for new ramp and instruct variation</p>	<p>PSG</p>	<p>May 2022</p>	<p>Written approvals received and instruction implemented</p>
		<p>Ensure transportation facilities are considered when planning school trips</p>	<p>Set out requirements for transport in school procedures</p>	<p>Business Manager</p>	<p>Sept 2022</p>	<p>Written procedures and suitable list of suppliers in place</p>
		<p>Ensure staff are aware of available equipment and trained to ensure</p>	<p>Include appropriate training in induction and CPD plans</p>	<p>Business Manager</p>	<p>July 2022</p>	<p>Training plans in place and induction programme implemented</p>



		disabilities are catered for				
Improve the delivery of information to students with a disability	All admissions and policies information is supplied in electronic formats that can be magnified Symbolic representations and braille to be included in building signage and wayfinding to guide students and other users	Ensure continuous improvement in the delivery of information to learners with a disability. Consider the use of braille, large-print resources and symbolic representations more widely.	Analyse admissions and student data to determine proportion and number of students with visual impairment or severe dyslexia.	SENCo	Oct 2022	Summary analysis prepared and issued to SLT
		Evaluate the requirement for hearing loops (portable and/or fixed) in key parts of the building.	Consider changing standard paper colour for written material to grey/cream/yellow to make information more widely accessible to those who experience visual stress.	Business Manager	Sept 2022	Standard orders and procedures in place
			Implement induction loops in key areas.	PSG	Dec 2022	Hearing loops procured and in place