



Lincoln Christ's Hospital School

Accessibility Plan 2012-2017

SLT Link member of staff: Mrs C Owens

Date presented to Governors: September 2012

Review Date: September 2017

1.1 Contextual information

We are a non-selective school within a broad selective geographical area. The purpose of this policy is to ensure we meet the needs of all students regardless of their ability/disability to ensure the best possible outcomes for each one. The accessibility plan is mindful of our commitment to identify and remove barriers for students with disabilities and special needs and be inclusive to all.

1.2 Meeting the diverse needs of the community

We gather information annually as students join our school in relation to disabilities etc. Information is also up-dated when students' circumstances change. Our school profile for 2011-12 is as follows (January 2012 update):

School Roll	1413	
Statemented students	36	2.54%
School Action Plus	175	12.38%
School Action	136	9.6%
No SEN	1066	75.38%

We currently have 9 students who are looked after.

We currently have 146 EAL students.

We receive data from the LA approximately four months prior to children joining the school in Year 7. However, we encourage families to visit the school prior to them joining if they have specific SEN/medical issues that they may wish to discuss. Our SENCO attends the statement reviews of all Year 6 students who have opted to join LCHS. A transition programme is also put in place for each student. This is agreed with the family, primary school and medical support staff where appropriate.

There are 702 students with medical issues. These include: diabetes, asthma, eczema and skin conditions, allergies (mild and severe), epilepsy, bowel or bladder problems, liver, kidney and heart conditions, muscular skeletal and joint problems. One student requires a wheelchair. All areas of the school with the exception of one have lift access. This area cannot have mobility access installed due to its listing status. Classes for students with mobility issues are not scheduled in these classrooms.

At present all students:

- Take part fully in the curriculum.
- Participate in extra-curricular activities and enrichment programmes.

When recruiting staff we ensure equality and appoint the person with the skills qualifications appropriate to the post. We have rigorous procedures to ensure our Child Protection obligations are met as per the statutory guidance.

Within our present staff one person has multiple sclerosis, one person suffers from sarcoidosis and others have less severe but on-going diagnoses.

All are given support in their roles depending on their need.

1.3 Consultation to inform this plan

Information was taken from:

- Student records.
- Staff records.
- LA information.
- Discussion records with parents from review meetings e.g. SEN.
- Parental questionnaires completed during parents' evenings.
- Discussions with the School Council.
- Discussions with LG and SLG.
- Discussion with Premises Manager.
- Discussion with SENCO

Additional considerations during the life of this plan/on-going review

Date	Issues that have arisen	Action taken	Evidence to collect of impact on outcome for pupils, staff, parents, other adults with disabilities
Since 2005	Annually review pupils who need exam concessions.	LG SENCO	Pupils' performance Pupils' assurance Parents' information
Since 2005	Review intervention programmes. Change to meet SEN needs.	LG SENCO	Pupil and parents' questionnaire Data
Since 2005	Review needs of disability and EAL each year.	LG SENCO	Information from primary school Provision matches need

ACTION PLAN FOR DISABILITY EQUALITY SCHEME

Name of Setting: Lincoln Christ's Hospital School

Date Started: January 2012 Review

Objective/s (from the feature chosen)	Accessibility Code*	ACTIONS			HOW WILL YOU MEASURE THE IMPACT ON OUTCOMES FOR EVIDENCE? What evidence will you collect to show that the objective has impacted on outcomes for vulnerable/disabled children and adults?	WHEN TO ACHIEVE BY Short term: 1 yr Medium term: 2 yr Long term: 3 yr On-going
		HOW (How will we get there?)	WHO (Who needs to do what?)	RESOURCES (Who and what do we need to help us?)		
Development of teachers and TAs in relation to specialist SEN issues.	C	CPD sessions: in house and other providers	LG SENCO	Time and finance	Observation of lesson. Wider range of resources. All student needs met	On-going
Improvement to environment.	E	Annual review of furniture to ensure fitness for purpose. Audit environment annually.	LG	Cost	Ensure equipment of suitable height.	Annual
Continue to provide training for staff of students with new medical conditions join us for ethnic minority families	C	CPD sessions	LG SENCO	Time	Observation of lessons. Student feedback	Annual
To extend parental involvement	CI	Enhance communication. Share practice.	LG	Time	Parent feedback	October 2012

By focusing on this standard (and its features) are you:	*Accessibility Code
Increasing the extent to which everyone can participate in the school curriculum?	C
Improving the physical environment so everyone can take advantage of education?	E
Improving the delivery of information so that it is accessible to everyone?	I

Following the Audit, what are your priorities for the next year?

Priorities	Which Standard does this Priority relate to?	Who will lead on this Priority?
To continue to develop the curriculum opportunities for students who struggle to access the mainstream curriculum at both KS3 and KS4.	Teaching and Learning	SENCO Curriculum Deputy Head Work Related Learning Dept
To continue to provide training for staff to ensure the needs of all are met.	Creating the Environment Teaching and Learning	SENCO CPD: LG INSET training
	Management	
To extend parental involvement the work of the school	To enhance communications and sharing of practice via parental questionnaires in minority languages.	G Thompson

