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# THE LATYMER SCHOOL

Founded 1624

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## ACCESSIBILITY PLAN POLICY STATUTORY

The Accessibility Policy ensures that all students, regardless of disability or learning needs, have equal access to the school

Policy adopted	Full Governors' Meeting March 2021 Updated February 2021
Policy circulated	
Review policy	To be reviewed every 3 years

This plan is written under the requirements of the Special Educational Needs and Disability Act 2001 and the Equality Act 2010 and set out the school strategy on improving access for disabled pupils including those with learning difficulties.

It covers three aspects:

- a) Increasing the extent to which student with special educational needs and disabilities can participate in the whole curriculum
- b) Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided
- c) Improve the availability of accessible information for disabled pupils

The School is committed to meeting legislative requirements, providing access as defined above and nurturing a culture of inclusion, support and awareness. The School will not treat disabled pupils less favourably and will take reasonable steps to avoid putting disabled pupils at a disadvantage in matters of admission and education. See also the school Policies on Equality, Admissions, and Special Educational Needs and Disabilities.

Aspect	Target	Strategies	Outcomes	Timeframe	Goals Achieved
Increase access to the curriculum for pupils with a disability	Early identification of students with barriers to learning	<ul style="list-style-type: none"> <li>The Latymer School uses a Graduated Approach for the identification of SEND as described in the Code of Practice, 2014. The Learning Support Team (LST) will follow the Graduated Approach Flowchart when identifying if a student will require additional support or further investigation.</li> <li>Staff at The Latymer School can complete a 'Cause for Concern' form to the Learning Support Team at any time if they are concerned about a student. The Learning Support Team will then investigate the issue further, and may commence an Assess, Plan, Do, Review cycle</li> <li>Students and parents may raise learning needs concerns to the SENCo, and the Graduated approach will be followed.</li> <li>The Learning Support Team will consult with staff working with individual students to gather a picture of need.</li> <li>Implementation of Section F on an EHCP, ensuring staff are fully informed of the educational, medical and pastoral needs of the students. The plan will be reviewed annually to account for a student's changing needs.</li> <li>The Latymer School requests that primary schools fill in a transition report on each student transferring to us. Where a previous need has been identified, the SENCo will then contact the primary school and the family to discuss how best The Latymer School can support the student concerned.</li> </ul>	<ul style="list-style-type: none"> <li>Staff aware of specific barriers to learning of individual students through a Profile or Teacher Guidance form</li> <li>Staff differentiating teaching delivery to maximise opportunity for learning to be achieved.</li> <li>Expert advice is fed back to relevant staff on how best to support individual students</li> <li>Students who need support identified and appropriate support in place, with the agreement of the student and their parents/carers</li> <li>Adjustments made to teaching methods as necessary, in order to increase access for all</li> <li>Staff training provided with SEN overview to all trainee teachers</li> <li>Staff training on new students with SEN at Latymer</li> <li>Staff training for personalised support for individual students where necessary.</li> </ul>	Now and ongoing	<p>Updated SEN register to reflect the support provided</p> <p>School has welcomed students with EHC Plans and adjustments made to the admissions criteria for such students.</p> <p>Increased access and equity for students with an EHCP and PP through review of admissions arrangements</p>

		<ul style="list-style-type: none"> <li>• Consult with Heads of Department re. any areas of their curriculum which pose difficulties for particular SEND students</li> <li>• Seeking advice and support from locally assigned experts (eg Enfield Autism advisory, Educational Psychologist, School Nurse, Hearing/Visual Impairment Specialist, CAMHS and other medical and emotional support) to advise and do assessments where necessary.</li> <li>• After being offered a place the school will work with parents and the primary school to ensure that the transfer is smooth: This may involve additional visits to the Latymer School and a transition booklet provided before the student commences.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist help available to students from outside agencies where appropriate</li> </ul>		
Improve and maintain access to the physical environment	<p>Planned works in designated areas year on year</p> <p>Use auxiliary aids where that will improve</p>	<ul style="list-style-type: none"> <li>• All rooms and buildings are accessible to all young people and staff, with specialist facilities provided when need arises.</li> <li>• We do not refuse admission due to a disability where reasonable adjustments in line with relevant legislation to meet the needs of individual young people can be made.</li> <li>• Accessibility considerations will include those with varied needs, including physical and sensory requirements. Adjustments will be made wherever reasonably possible.</li> <li>• Teachers to be aware of students' needs, enlarging, printing colours or modifying as appropriate, the written material in lessons, test and exams</li> </ul>	<ul style="list-style-type: none"> <li>• Ramps available to all downstairs entrances and exits</li> <li>• Blinds in rooms to reduce glare which may cause sensory overload</li> <li>• Lift access to most parts of the school building</li> <li>• Quiet space's available during the school day, including lunch time.</li> <li>• SENCo to ensure reasonable adjustment to the provision of specialist equipment</li> <li>• Vulnerable and SEN pupils supported appropriately when learning is online</li> <li>• Exams presented to students in a way which all can access without undermining the integrity of the exam</li> </ul>		<p>Achieved and ongoing</p> <p>Reassess needs based on individual student requirements to ensure access</p> <p>Sensory space and gadgets provided for individuals</p> <p>Laptops available from IT and LST</p>

	<p>access to the curriculum</p> <p>Exams scripts to be accessible to all</p> <p>Exams to be accessed in the best way for all</p>	<ul style="list-style-type: none"> <li>• Online learning to be accessible to all students, through IT support and guidance for specific needs (e.g. Hearing Impairment)</li> <li>• Where a young person’s disability means they may have difficulty writing, access to a laptop in lessons/exams are available</li> <li>• Heads of Departments and Exams Officer to liaise with Exam Boards, enlarging or modifying scripts as appropriate</li> <li>• Heads of Department to ensure internal exams are likewise accessible to all</li> <li>• Extra time and other access arrangements organised as appropriate for internal and external exams, in line with JCQ guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure accessibility for all students through access arrangements register</li> <li>• Appropriate arrangements in place for each individual</li> <li>• Appropriate access to exams for all students</li> <li>• Access arrangements register available for relevant staff</li> </ul>		<p>Access arrangement register available for all staff to review</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Implementation of SEND Code of Practice (COP) 2014 to create a fully inclusive learning environment</p> <p>Worksheets and textbooks, computer equipment etc to be accessible to all</p>	<ul style="list-style-type: none"> <li>• SENCO and Local Authority experts to use expertise to inform best support for each SEND student, train staff as appropriate and implement suggested actions</li> <li>• All areas of the curriculum are available to all young people, regardless of disability. Where an activity cannot be made accessible a reasonable adjustment will be provided through an alternative activity.</li> <li>• Ensure that teaching and learning meets the needs of all learners through effective classroom differentiation and scaffolding</li> <li>• Access to all extra-curricula activities for all students, including (but not exclusively) music, sport and drama</li> <li>• Use of assistive technology to support individual needs</li> <li>• Make written material/communication available to pupils, staff and parents in alternative formats e.g. Larger fonts, languages if requested</li> </ul>	<ul style="list-style-type: none"> <li>• Student profiles and teacher guidance available for staff, with suitable strategies suggested to implement Quality First Teaching</li> <li>• Training for staff on supporting SEND students</li> <li>• Strategy bank provided to staff to support varied needs</li> <li>• Learning walks/observations, work scrutiny</li> <li>• Scrutiny of results of SEND students, compared with other and nationally</li> </ul>		<p>Achieved and ongoing in light of more recent need for online learning</p> <p>Ongoing communication and support from the Hearing impairment team</p> <p>Autism audit from Enfield Autism advisory ongoing</p>

	Visual supports	<ul style="list-style-type: none"> <li>• Visual supports on boards and key fobs to aid communication</li> </ul>	<ul style="list-style-type: none"> <li>• Deployment of LST staff to ensure equal access to extra-curricula activities and trips</li> </ul>		
A B C	Implementation of SEND COP	<ul style="list-style-type: none"> <li><input type="checkbox"/> SENCO and Local Authority experts to use their expertise to inform best support for each SEND student, train staff as appropriate and implement suggested actions</li> <li><input type="checkbox"/> All areas of the curriculum are available to all young people regardless of disability. Where an activity cannot be made accessible a reasonable adjustment will be provided through an alternative activity.</li> <li><input type="checkbox"/> Ensure that teaching and learning meets the needs of all learners through effective classroom differentiation and scaffolding</li> <li><input type="checkbox"/> Access to all extra-curricular activities for all students, including (but not exclusively) music, sport and drama.</li> </ul>	<ul style="list-style-type: none"> <li>• Student profiles and teacher guidance available for staff, with suitable strategies suggested to implement Quality First Teaching</li> <li>• Training for staff on supporting SEND students</li> <li>• Strategy bank provided to staff to support varied needs</li> <li>• Learning walks/observations, work scrutiny</li> <li>• Learning Support Assistant (LSA) support to ensure access to extra-curricula</li> </ul>	Ongoing	
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Use auxiliary aids where that will improve access to the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Scrutiny of results of SEND students, compared with other and nationally</li> <li>• SENCo to ensure reasonable adjustment to the provision of specialist equipment</li> </ul>		
	Worksheets and textbooks, etc to be accessible to all	<p>Teachers to be aware of students' needs, enlarging, printing colours or modifying as appropriate, the written material in lessons, test and exams</p> <p>Online learning to be accessible to all students, through IT support and guidance for specific needs (e.g. Hearing Impairment)</p> <p>Where a young person's disability means they will be unable to write, laptops are used.</p>	<ul style="list-style-type: none"> <li>• Ensure accessibility for all students through access arrangements register</li> <li>• Vulnerable and SEN pupils supported appropriately when learning is online</li> </ul>	Now and ongoing	Achieved and ongoing in light of more recent need for online learning

B	Exams scripts to be accessible to all	<ul style="list-style-type: none"> <li>• Heads of Departments and Exams Officer to liaise with Exam Boards, enlarging or modifying scripts as appropriate</li> <li>• Heads of Department to ensure internal exams are likewise accessible to all</li> <li>• Extra time and other access arrangements organised as appropriate for internal and external exams, including entrance exams, in line with JCQ guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Exams presented to students in a way which all can access</li> <li>• Appropriate arrangements in place for each individual</li> </ul>	Now and ongoing	Achieved and ongoing
B	Exams to be accessed in the best way for all	<p>SENCo responsible for providing and updating an Access Arrangements register</p> <p>Cause for concern form used for staff to highlight any concerns for students who may require exam access arrangements</p> <p>Exams Officer to ensure any exam arrangements are in place for any exams taking place</p> <p>Teaching staff to implement access arrangements wherever reasonably possible in class assessments.</p>	<ul style="list-style-type: none"> <li>• Appropriate access to exams for all students</li> <li>• Access arrangements register available for relevant staff</li> </ul>	Now and ongoing	Achieved and ongoing
C	Improve access to the physical environment over time, with planned works in designated areas year on year	<p>All rooms and buildings are accessible to all young people and specialist facilities are provided when need arises.</p> <p>We do not refuse admission due to a disability where reasonable adjustments in line with relevant legislation to meet the needs of individual young people can be made.</p> <p>Accessibility considerations will include those with varied, including physical and sensory needs. Adjustments will be made wherever reasonably possible.</p>	<ul style="list-style-type: none"> <li>• Ramps available to all downstairs entrances and exits</li> <li>• Blinds in rooms to reduce glare which may cause sensory overload</li> <li>• Lift access to most parts of the school building</li> <li>• Quiet space's available during the school day, including lunch time.</li> </ul>		<p>Achieved and ongoing</p> <p>Reassess needs based on individual student requirements to ensure access</p>