

Lincoln Minster School

Accessibility

1. Policy Statement

Lincoln Minster School acknowledges its duty towards pupils, staff, parents, Local Governing Body and members of the wider community who have a disability, including its responsibility to ensure that disabled pupils (current and prospective) are not treated less favourably, and will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education. LMS acknowledges its non-discrimination and planning duty under the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice 2014.

Lincoln Minster School is a non-selective school. Admission is on the basis of school report, and a meeting / interview with the Head. In the Early Years Foundation Stage children are welcome from the age of 4 and where appropriate links are made with any previous setting.

Extra-curricular activities are a central part of Lincoln Minster School's philosophy.

The school asks parents to complete the Registration Form and to disclose whether their child has a disability, special educational need or medical condition. The parents will then receive a disability form in respect of a prospective pupil requesting further detailed information about their child.

In assessing any pupil or prospective pupil the school may take such advice and require such assessment as it deems appropriate. Subject to this, the school will be sensitive to any issues of confidentiality.

Where it is practicable to make reasonable adjustments based upon the information given and advice received to enable a prospective pupil to take up a place at LMS, and provided the pupil satisfies the admissions criteria outlined above, the school is committed to providing those reasonable adjustments.

This document applies to all members of our school community, including those in our EYFS setting.

Lincoln Minster School is fully committed to ensuring that the application of this SEND Plan is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunities Policy document.

Lincoln Minster School seeks to implement this SEND code of Practice through adherence to the procedures set out in the rest of this document.

In line with our Provision of Information policy, this document is available to all interested parties on the school website and on request from the school offices and should be read in conjunction with the following documents: Disability policy, Special Educational Needs policy, Equal Treatment policy, Premises and Accommodation policy.

This document is reviewed annually by the Senior School SENCO and Prep School SENCO as event or legislation change requires. The next scheduled review date is September 2025.

Reviewed By	Jon Tyler
Date	September 2024
Reason for Change	Annual Review
Next Review Date	September 2025

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2. Background

The school's layout and facilities:

- The Preparatory School (Reception and Years 1-6) is situated on Church Lane having had purpose-built refurbishment including lift access to the first floor and ramp access outside. Its newly integrated form means that travel time in the school day is reduced.
- The Senior School consists of old and new buildings. The Prior Building which contains classrooms for English, Maths, Science, Food Technology, Art and ICT amongst other subjects, the Sixth Form and the Refectory, has lift access and is accessible to wheelchair users. Lavatories for disabled users are on the ground floor and second floor. Lift operation is by buttons with tactile descriptors. The Harper Music School and Sports Hall are fully accessible.
- The games fields are separate from the main buildings and are accessed by the pavement on Wragby Road/St Giles Avenue and from the Prep School via Church Lane and Nettleham Road.
- LMS is not required to provide auxiliary aids and services or to make physical changes to their existing buildings. A pupil with restricted mobility is likely to be put at a disadvantage by these problems. A pupil with severely restricted mobility may be unable to access some of the education and recreational facilities that the school offers.

Wherever practicable, in line with the Disability Policy, the school will make reasonable adjustments to allow children with restricted mobility to attend accessible parts of the school.

The school will review its SENDA Plan on an annual basis to monitor and evaluate:

- The effectiveness of action taken in the previous year.
- Relevant targets for the next school year.
- Responses to any further legislative changes.

The school will make a log of all reasonable adjustments which will be available to interested parties.

3. SENDA Three Year Plan (01/04/2025 to 31/03/2028)

3.1 Curriculum

The extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum:

- Pupil documents are printed in large print on request
- Appointment of departmental representatives to liaise between the SENCO and their department and share best practice - HoF
- Knowledge base of all staff on particular disabilities and difficulties extended through continued dedicated inset training. For example – 25.1 term's focus is developing retrieval and independent study, which will benefit all students, especially those with SEND. There will be more of a focus on SEND after Easter with training focused on dyslexia.
- Increased provision of laptops for all assessments including controlled assessments, external exams and internal exams
- Provision of computer readers in exams testing reading where the candidate's normal reader is not allowed.
- Integrated use of iPads to support recording needs of KS1/2. iPad introduction to all pupils for Year 5-13. iPad introduction for all pupils for Years 4 -13. Class iPad available for years 1 and 2 with plans for Reception class iPad from January 2025. iPads used for supporting pupils with SEND with alternative methods of recording work; access to specialised learning tools; access to Phonics/Maths Programmes for Intervention across KS1 and 2.
- Wellbeing Pod has been developed as a safe space to provide break -out space for quiet, small group or 1:1 learning as well as a sensory regulation space. to de-escalate emotional/behavioural dysregulation
- Regular contact and information sharing with SENCOs from Senior and Prep sites – Termly meetings are scheduled annually.
- All departments using optimum colour background for whiteboards so that contrast is reduced for those with specific learning difficulties – On-going

- With advice and specific visits from Sensory Support Services, ensure full integration of hearing and sight impaired pupils and access to the broad range of curricular subjects. This will include:
 - a. INSET with Sensory Support Services giving whole staff advice about accessibility for hearing and sight impaired pupils to the full range of the curriculum and adaptations to be made so that this is possible.
 - b. Site team tour with Sensory Services to assess possible hazards across the three school sites which would impact on sight impaired pupils with recommendations followed and implemented.
 - c. On-going assessment of educational experience for those with sensory impairment through teacher and LSA feedback, meetings with parents and SSS team.

3.2 Information

How written information is made accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled:

- TTRS and Numbots are used for support of Preparatory School Maths curriculum at home via apps and weblinks.
- Development of School Post
- The school plans to invest in classroom technology to better facilitate communication to pupils with SEN and disabilities over the next five years, specifically:
 - a. To enable clear provision of images and text in a large printed format.
 - b. To enable the use of high quality audio/visual materials.
 - c. To enable the easy dissemination of printed handouts of appropriate clarity

3.3 Access

Proposed developments to physical access to education and associated services:

- 'Fast pass' lunch card allowing access to dining room at a time more manageable for those pupils with SEN who find it difficult to handle a busy and noisy environment.
- SEN learning support room in Senior School – Staffed by LSA's available for time out
- Plans at Prep to make two external doors automatic opening doors to improve accessibility.