

Lansdowne Turney Federation
Lansdowne School

Accessibility Plan



Adopted: July 2024

Review Date: July 2027

Lansdowne School Accessibility Plan

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1. Aims

Schools are required under the Equality Act to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our ethos is to provide a secure, caring and supportive environment in which there is an expectation of pupil achievement and raised attainment. The school applies a holistic approach to learning, and working closely with the speech therapists, the occupational therapist and the educational psychologist, the school doctor and nurse, as well as outside agencies to enable all children and young people with special educational needs to access the curriculum. All the young people attending Lansdowne have full access to the National Curriculum, the personal, social, health and citizenship curriculum, as well as a life skills programme. In Lansdowne's Post 16 programme the young people continue to follow the National Curriculum and complete Accreditation Courses. The school life and learning promote life skills, independent living and supported/paid employment pathways which enables them to leave Lansdowne as happy and independent young people, ready to enter Further Education or paid employment.

The curriculum plan is available online on the school website, and paper copies are also available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

The Lansdowne Turney Federation Equality information and objectives can be found on the website.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Aim | Current good practice <i>Include 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 |
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| Increase access to the curriculum for pupils with a disability | <p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of individual pupils to support to their access the curriculum.</i></p> <p><i>Curriculum resources are all designed for people with a range of disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils.</i></p> <p><i>Targets are set effectively and are appropriate for individual pupil's additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupil's individual needs.</i></p> | <p>To ensure all pupils have access to the curriculum.</p> <p>To ensure all pupils specific educational needs are met</p> <p>To ensure the curriculum is differentiated</p> <p>To ensure that teaching and learning is supported through other professionals – Occupational Therapist,</p> | <p>Ensure that all pupils continue to access the curriculum.</p> <p>That there is a regular review of pupil progress.</p> <p>That SaLT, OT and EP services are regularly reviewed.</p> | Head of School | September 2018 and on-going | All pupils access the curriculum. |

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| | | Speech and Language Therapists and an Educational Psychologist. | | | | |
| Improve and maintain access to physical environment | <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> Ramps are in place to enable wheel chair access to the ground floor There are several disabled parking bays and two accessible toilets and changing area on the ground floor for pupils <p><i>Service road for school buses and SEND transport.</i></p> | To ensure all pupils are able to access the physical environment both in school and outside. | <p>Physical access to the school is limited because of the age and restrictions of the building.</p> <p>Regular maintenance programme to ensure physical access for all pupils.</p> | Premises, SLT and Governors | September 2018 and on-going | All pupils and adults are able to access the physical environment |
| To ensure smooth transitions across the school and the outside environment | <p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <i>Internal signage</i> <i>Large print resources</i> <i>Pictorial and symbol representations</i> <i>Makaton signing</i> <i>Communication in Print</i> <i>PECS books, communication books and electronic communication devises.</i> <p>Clear signage indicates that one way system in operation for pupils in the secondary department of the school</p> <p>Individual and class timetables and represented in photos, symbols and communicate in print.</p> <p>Individual pupils have PECS books, communication books or electronic devises.</p> <p>Makaton sign is used in augment verbal communication.</p> | <p>To ensure pupils are not distressed by transitions within the school timetable.</p> <p>To ensure pupils are able to transition as independently as possible.</p> <p>To ensure pupils are able to communicate the wants and needs</p> <p>To ensure pupils follow direction and understand changes.</p> | Ensure school signage and pupil communication systems and monitored and updated | SLT, premises and Governors | September 2018 and on-going | Pupils are supported to communicate effectively and transition across the school. |
| Improve the progress of students with communication difficulties | <p>All pupils receive communication support:</p> <p>SPECIALIST INPUT</p> <p>-Direct liaison and advice with parents. -Writing targets, review reports, transition reports.</p> | To ensure each individual pupils develop methods of communication that is | Maintain the current provision | Head of School | September 2018 and on-going | All pupils are supported to communicate effectively |

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| | <p>-1:1 sessions with individual students with identifiable needs as required. SMART goals developed for intervention block, Working closely with parents and teachers.</p> <p>-Working with Staff and other professionals to manage specific goals. Onward referral to other professionals.</p> <p>-Attendance and contributions towards meetings for specific cases, e.g. Annual Reviews, TAC meetings</p> <p>TARGETED SERVICE</p> <p>-Implementation of targeted group interventions such as Fun with food, Social Communication, Attention Autism, community skills, self-care.</p> <p>-Attendance school and class based meetings.</p> <p>-Dynamic and functional assessment of OT and SLT related needs within the school and community environments.</p> <p>-Implementation of more specialised plans beyond the universal input.</p> <p>UNIVERSAL SERVICE</p> <p>-Whole-school interventions: support trained staff to implement PECS, Makaton sign supported language language, SCERTS goals, Attention Autism, Social Communication Groups, LEGO Therapy.</p> <p>-Whole-school interventions: Zones od Regulation for sensory needs, tying in with behaviour management plans and effective use of movement breaks.</p> <p>-Contributing to school policies and procedures related.</p> <p>-Universal advice and training as required on Speech and Language Therapy and Occupational Therapy strategies.</p> <p>-Liason, advice and planning with staff members and communication</p> | <p>appropriate to their needs</p> <p>To ensure pupils and their parents/carers are supported with individual communication plans.</p> <p>To ensure staff are trained to support pupils individual communication needs.</p> | | | | |
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| | <p>team members to implement the above.</p> <p>-General liason and advice for parents through group meetings, coffee mornings, etc.</p> | | | | | |
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

This policy is approved by the Governors Body following every review.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equal Opportunities Policy
- Special Educational Needs (SEN) information report
- Supporting pupils with medical conditions policy

Policy History

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| Date reviewed by governors | 10 July 2024 |
| Next review by governors | Summer 2027 |

Chair of Governors:

Signed:

Date: