Lonsdale School
Accessibility Plan

This plan is applicable to both School and REP

Policy agreed by SLT	February 2019
Agreed by Governors	February 2019
Review date:	February 2022

Purpose

This plan defines how Lonsdale School intends, over time, to increase the accessibility of school for all our challenged pupils, staff, parents/carers and visitors. It is applicable to both school and REP.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

1. **Curriculum: Improving access**
   Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)

2. **Physical Environment: Improving access**
   Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

3. **Written information: Improving Access**
   Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Context

Lonsdale School was opened in 1971 as a school for pupils with physical and neurological impairments. School moved to new, purpose built accommodation in January 2013.

Current Range of known disabilities

Lonsdale has children with a significant range of both physical and learning difficulties. Some of our parents are also challenged.

Increasing access for disabled pupils to the school curriculum

- The intention to improve teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children.

- We aim to meet every child's needs within inclusive classes.

- It is a core value of the school that all children are enabled to participate fully in broader school life including residential opportunities. Consequently, children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term consequence and to ensure the safety of others.

1. Curriculum: improving access

Target	Strategies	Time Scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Awareness of need Assign appropriate CPD	as required	Assistant Head	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Awareness of need Assign appropriate CPD	as required	Deputy Head Head of Support & Student Care	Raised support staff confidence in learning strategies supporting pupil participation
Ensure all staff are aware of pupil access needs	Information sharing from all agencies involved	as required	Deputy Head	All staff aware and reflect understanding in lesson planning
Use ICT software and hardware to support learning	Enable equipment and software where appropriate	as required	Deputy Head	Appropriate use of resources and training of staff to facilitate use
Educational visits to be accessible to all	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted and risk assessments in place	as required	Head of Support & Student Care Assistant Head	Range of trips and visits in place for pupils of all ages
Review PE curriculum to ensure PE accessible to all	Maximise use of Sports Hub to acquire information on accessible PE and sports. Invite disabled sports celebrities into school	detailed in Sports Hub development plan	Sports Co-ordinator	Range of activities in place. Further detail in Sports Hub development plan

Improving access to the physical environment of the school

There is a wide range of equipment and resources available for day to day use in school. Such resource provision is kept under scrutiny. Provision is linked to "need" that is identified within the Lonsdale School Development Plan.

2. Physical Environment: Improving access				
Target	Strategies	Timescale	Responsibility	Success Criteria
To have appropriate evacuation procedures in place in the event of an emergency. This includes identification of "safe" places".	Hold regular "practice" evacuations[1] Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties (where appropriate)[2] Ensure all staff are aware of their roles and responsibilities	as required	Head of Support & Student Care	In the event of an emergency staff, pupils and visitors know what is expected, what they need to do etc.
Ensure accessibility of access to IT equipment	CPD to raise profile and use of equipment	as required	Deputy Head OT team	Hardware and software available to meet the needs of staff and pupils where appropriate
Use of technology to enable access to the environment	Use of sensors, voice-assist, environmental controls, switch access and adapted equipment	as required	Deputy Head OT team	Hardware and software available to meet the needs of staff and pupils where appropriate

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[1] Procedural frequency is identified within the Lonsdale Health & Safety policy
[2] For example, attending classes in Marriotts School

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. Our ICT infrastructure will enable us to access a range of materials supportive to need

3. Written Information: improving access				
Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible	Letters in clear print in "simple" English School office to support and help parents to access information and complete school forms	on-going	Admin team	Parents receive and comprehend information in a form that they can access
	Ensure website and all document accessible via the school website can be accessed by the visually impaired	current	Deputy Head	
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment when appropriate Access to supportive software like Read&Write, Dragon, Communicate in Print 3 to support non-readers and visually impaired pupils through symbols and voice-assistance	on-going	Teachers and support class staff	Improved communication

Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	as required	Teachers and class support staff	Improved communication
Annual review information to be as accessible as possible	Ensure review information is written in "accessible" language with the minimum of jargon	as required	All parties involved	Improved communication and understanding

3. Written Information: improving access (cont.)				
Target	Strategies	Timescale	Responsibility	Success Criteria
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	as required	Deputy Head	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered when appropriate	as required	SLT in liaison with Admin/LA team	Confidence of parents to access their child's education
Provide information in simple language, symbols, Braille, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment	annual review	Deputy Head	Improved communication and understanding