



# Lawnswood Campus

## Accessibility Policy & Plan

Date: October 2023  
Review Date: October 2024

Please read  
Managers as Management Committee  
Heads of Centres

Signed by the Chair of the Management Committee:

Date: 23.10.23

## **Key Amendments:**

### **Admissions**

Lawnswood Campus will act in accordance with the Admissions & Charges Policy. (Page 7)

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## **Statement of intent**

**Lawnswood Campus** is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with young people with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

Lawnswood Campus is active in promoting an inclusive positive environment by ensuring that every young person is given equal opportunity to develop socially, to learn, and to enjoy school life. Lawnswood Campus continually looks for ways to improve accessibility within centres through data collection, parents/carers questionnaires and discussions.

This policy will be implemented at all times and adhered to by all staff members, young people, parents/carers and visitors.

## Legal framework

This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- Disability Discrimination (England) Regulations 2005

This policy has due regard to national guidance including, but not limited to, the following:

- 'The Equality Act 2010 and schools', DFE (2014)

This policy will be used in conjunction with the following Lawnswood Campus policies and procedures:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities and Dignity at Work Policy
- Admissions Policy
- Positive Behaviour and Relationships Policy
- Supporting Young people with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Improvement Plan

## **Definition**

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.

The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against young people because of sex, race, disability, sexual orientation, religion or belief.

## **Roles and responsibilities**

Staff members will act in accordance with the Centres Accessibility Policy and Accessibility Plan at all times.

The Executive Headteacher, in conjunction with the Management Committee or a select committee, will create an Accessibility Plan with the intention of improving the Campus accessibility.

The Management Committee, or a select committee, will be responsible for monitoring the Accessibility Plan.

The Management Committee will approve the Accessibility Plan before it is implemented.

All staff members are responsible for ensuring that their actions do not discriminate against any young person, parent/carer or colleague.

The Heads of Centre will ensure that staff members are aware of individual young people's disabilities or medical conditions where necessary.

During a new young person's Induction at Braybrook Centre, Midpoint Centre, Orchard Centre or Nightingale Centre the Head of Centre will establish whether the young person has any disabilities or medical conditions which the centre should be aware of.

The Head of Centre is responsible for consulting with relevant and reputable experts if challenging situations regarding young people with disabilities are experienced.

The Executive Headteacher, Management Committee and Leadership Team (will work closely with the LA and external agencies to effectively create and implement the Lawnswood Campus Accessibility Plan.

The Special Educational Needs and Disabilities Coordinator (SENDCo) will work closely with the Executive Headteacher, Heads of Centre and Management Committee to ensure that young people with Special Educational Needs and Disabilities (SEND) are appropriately supported.

All staff members and governors will partake in whole Lawnswood Campus training on equality issues with reference to the Equality Act 2010.

Designated staff members will be trained to effectively support young people with medical conditions, such as understanding how to administer insulin.

## **Accessibility Plan**

The Accessibility Plan will be structured to complement and support the Lawnswood Campus Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities Policy.

The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the School Improvement Plan.

Lawnswood Campus Accessibility Plan demonstrates how access will be improved for young people with disabilities, staff, parents/carers and visitors to the Lawnswood Campus within a given timeframe.

The plan has the following key aims:

- To increase the extent to which young people with disabilities can participate in the curriculum
- To improve and maintain the Lawnswood Campus' physical environment to enable young people with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to young people, staff, parents/carers and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in September 2019.

If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

Both the Accessibility Policy and Accessibility Plan will be published on the Lawnswood Campus website.

Lawnswood Campus will collaborate with the LA in order to effectively develop and implement the plan.

An access audit will be undertaken by the Management Committee and SENCo every year.

The Centres will provide adequate resources for implementing plans, ensuring young people are sufficiently supported.

During Ofsted inspections, the inspectorate may include the Centres Accessibility Plan as part of their review.

The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.

The LA will provide auxiliary aids and services where necessary in order to help the school provide adequate support to young people with disabilities.

## **Equal opportunities**

Lawnswood Campus strives to ensure that all existing and potential young people are given the same opportunities.

Lawnswood Campus are committed to developing a culture of inclusion, support and awareness.

Staff members will be aware of any young people who are at a substantial disadvantage and will take the appropriate steps to ensure the young person is effectively supported.

The Accessibility Plan will detail any barriers which are hindering the opportunities for young people with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all young people equal opportunities.

Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all young people to reach their full potential and receive the support they need.

Lawnswood Campus will ensure that all extracurricular activities are accessible to all young people. The school will make all reasonable adjustments to allow young people with SEND to participate in all school activities.

## **Admissions**

Lawnswood Campus will act in accordance with the Admissions & Charges Policy.

The Centres will apply the same entry criteria to all young people and potential young people.

In the event of entry examinations, the school will support those with SEND by making any reasonable adjustments necessary, e.g. publishing exam papers in a larger font.

Lawnswood Campus will strive to not put any young person at a substantial disadvantage by making reasonable adjustments prior to the young person starting at the Centre.

All young people, including those with SEND, will have appropriate access to all of the opportunities available to any member of the school community.

Information will be obtained on future young people in order to facilitate advanced planning.

Prospective parents/carers of statemented young people, and young people with SEND, are invited to a transition meeting prior to the young person starting the Centre in order to discuss the pupil's specific needs.

## **Curriculum**

Lawnswood Campus is committed to providing a healthy environment that enables full curriculum access, which values and includes all young people regardless of their education, physical, sensory, social, spiritual and emotional needs.

No young person is excluded from any aspect of the Centre curriculum due to their disabilities or impairments.

Lawnswood Campus aims to provide a differentiated curriculum to enable all young people to feel secure and make progress.

The head of department for each subject and the SENCO will work together to adapt a pupil's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all young people to reach their full potential.

Physical education lessons will be adapted, wherever possible, to allow young people with disabilities to participate in lessons.

Where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis.



The class teacher, in discussion with the young person and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment.

There are established procedures for the identification and support of young people with SEND in place at the school.

Detailed young person information on young people with SEND are given to relevant staff in order to aid teaching, e.g. 'EHCP booklets'.

Specialist resources are available for young people with visual impairments, such a large print reading books and Scanning pens.

Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

## **Physical environment**

Lawnswood Campus are committed to ensuring that all young people, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.

Lawnswood Campus has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

Where entrances to the school are not flat, a ramp is supplied for access.

## **Monitoring and review**

This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published.

The Management Committee, Executive Headteacher and Heads of Centre will review the policy in collaboration with the SENCO's support.

Equality impact assessments will be undertaken as and when school policies are reviewed.

## Accessibility Plan

The Management Committee must undertake an audit of the extent to which young people with disabilities can access the curriculum on an equal basis with their peers. Short, medium- and long-term action should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account young people' disabilities and the preferences of themselves or their parents/carers. A grid, like the one below, should be completed for each aspect of Lawnswood Campus life, such as the curriculum, physical environment and information provision.

<b>Compliance with the Equality Act</b>					
<b>Accessibility Objective</b>	<b>Action to ensure Objective</b>	<b>Who responsible</b>	<b>Success Criteria</b>	<b>Time Frame</b>	<b>Review / Notes</b>
<b>1. Curriculum</b>					
Ensure new staff members have the skills to support young people	Induction programme offered to all staff; PD days provided to staff members. Mentor for all new staff	Executive Headteacher / Head of Centres / Leadership Team	Staff members have the skills to support children across the	Start of academic year / PD days	Induction Programme in place for all new starters beginning of each academic year.
Deliver an inclusive, broad and balanced curriculum to all young people to enable them to make expected progress	Identify/respond to underachievement in cohorts/groups of young people, including by need/disability/ethnicity/gender Interventions put in place to address gaps.  Programme of monitoring is in place regarding curriculum access/delivery; the quality of teaching & learning; access to specialist support as needed	Executive Headteacher / Head of Centres / Leadership Team / Management Committee	Areas are identified through analysis of data and targets set for next academic year  All children have equal access to the curriculum in its widest sense	Ongoing - Termly	Summer Term each year

Ensure all young people have access to a relevant and personalised communication strategy	Improve staff knowledge of choices and resources Learning walk and observation opportunities to improve consistency of practice	Executive Headteacher / Head of Centres / Teachers	All young people have a strategy to communicate	Ongoing - Termly	Summer Term each year
Ensure Young people's Profiles are in place to improve teaching and learning for all young people	Transition documents to be kept up to date and profiles and reports to be written	Teachers / Teaching Assistants	Young people with SEND can access all lessons. Smooth transition to new classes	Ongoing - Termly	Summer Term each year
<b>2. Physical Environment</b>					
The physical environment is clearly defined and accessible to all young people	Indoor and outdoor areas being updated /decorated with clear signage across the campus	Management Committee / Executive Headteacher	All areas have signs and is updated	August 2021	Management Committee will review in Autumn Term 2021
Develop the outdoor areas / MUGA / Assault Course	Create an assault course for the whole campus and a MUGA for Midpoint Centre	Management Committee / Executive Headteacher / Head of Centres	Young people will be able to make good use of MUGA and an assault course	August 2021	Management Committee will review in Autumn Term 2021
<b>3. Information</b>					
Lawnswood Campus needs to ensure young people have a voice about their school life and can make decisions about its direction	School Council to discuss school issues and be involved with recruitment	School Council / Head of Centres	School to invite young people each term to contribute to a topic about school life and how to improve this aspect	Ongoing	Summer Term each year
Ensure young people with complex communication needs are able to process and	Purchase appropriate range of communication aids	Head of Centres / Teachers	Information is fully accessible to young	Ongoing	Review throughout the year

respond to information using simple/complex School website and learning platform are accessible to children with complex needs	Provide training to young people' staff and parents on their use  Young people can access home learning on the website via Appropriate links	Executive Headteacher / Lawnswood Campus Deputy Head	people with complex needs  Website is fully accessible and updated	Summer Term 2021	Review throughout the year
Ensure young people have a voice as part of their EHCP transfer and annual review	Assistant Head Teachers (Designated SENDCos) in each centre to ensure class teachers are capturing young person voice	Assistant Heads	Young person voice will be demonstrated in EHCP transfers and EHCPs	Ongoing	Review throughout the year