 **Accessibility Plan**

# Section 1: Vision Statement

Lodge Farm is committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

This Plan commits Lodge Farm to a programme of evaluation and review, with resulting actions as necessary, which will ensure good access to the curriculum for students with special needs and disabilities. This Plan operates alongside the school’s SEN policy and is consistent with it in terms of principles and approaches to resourcing.

The school will actively seek to improve access to services in the ways set out below and will maintain an action plan which sets out the steps the school will take to achieve this. The action plan will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs.

# Section 2: Aims and Objectives

* Ensure the curriculum is differentiated to meet the learning needs of students with SEN and disabilities and that target setting is effective and appropriate for these students. Make available the written material usually provided to all students, in an appropriately presented form where necessary, to SEN & disabled students, including pictorial and oral formats and also to ensure that classroom organisation is planned to maximise learning opportunities.

* Manage and improve the physical environment of the school buildings and grounds to meet the needs of a range of disabled students currently on roll and prospective students.

* To establish a culture of mutual trust and respect between all members of the Lodge Farm, ensuring that students are educated, nurtured and empowered in line with the schools mission statement.

* To build a community that respects the celebration of achievement at all levels.

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| **Aim**  | **Current good practice** *Include established practice and practice under development*  | **Objectives** *State short, medium and long-term objectives*  | **Actions to be taken**  | **Person responsible**  | **Date to complete actions by**  |
| Increase access to the curriculum for pupils with a disability Improve and maintain access to the physical environment for students with a disabilityImprove the availability of accessible information to students with a disability | Room changes where required for students with a disability. 1-1 and small group support both in and out of the classroom to develop areas of weakness. Intervention-SLT/physio/EP/counselling/ OT/Hearing/ vision support/ pre and post teaching/mentoring to enable students to maintain progress and access the curriculum in mainstream classes. Alternative curriculum- pathway2/non ebac/entry level/other certificates eg food hygiene. Adapting resources to accommodate all learning need and abilities eg enlarging visually impaired students work/highlighting and focus on key points and differentiating work accordingly. Assessment of needs eg CATS/WRATS/Lucd Exact. Access arrangements for exams to allow students of all abilities to reach their full potential. Escorting students with additional need to and from lessons.70% of the school is accessible to disabled student & the school strives to ensure that students have minimal obstacles from carrying out a normal school day. Room Changes when required for students with mobility issues Stairs marked with yellow lines for visually impaired students. Handrails to enable students with balance issues to travel independently. Clearly sign posted corridors and classrooms. Leaving lesson early with supervision if required to avoid accidents.TA support within lessons to ensure information is passed and recorded. Differentiation within the classroom and adaptation of work from support staff. Quality first teaching. Form tutor and Lodge Farm manager support when recording information in planners. Home to school books for the most vulnerable. Annual reviews for students with a SEN and student involvement in this. Student Learning platform and school website full accessible to all. Student email (teacher correspondence/’hand in folder’) Parent consultation eve/ transition eve/moving on eve.Ipads/laptops to access and record information and photograph for later reference. Detailed maps of accessible & inaccessible areas for students that has accessibility problems | Short Term To ensure all students are able to access a full and varied curriculum whilst aiming for aspirational targets in order to stretch and challenge. Regular review of the timetables students timetables to ensure that access is as easy as practical. To ensure where practically possible access is available throughout a large percentage of the school Medium Term For a greater number of students to have the individual support needed to achieve their full potential. As budget allow the installation of permanent ramps handrails and doors to comply with DDA Long Term For a higher percentage of students to achieve their aspirational targets in most subjects and reach a suitable outcome post 16.Short term To maintain existing access to a high standard to ensure the safety of staff and students. Medium Term To improve access and availability in existing buildings. As budget allow the installation of permanent ramps, hand rails Long Term To provide access to ALL students with mobility issues to all areas of schoolTA support for students with physical difficulties.Short Term To maintain and monitor existing provision to ensure good access to relevant information for all students. Medium Term To develop initiatives to aid accessibility to information for students in each year group.  Long Term Students with acute additional needs to be able to access all school information independently. Maps to be reviewed with individuals on a termly basis | Termly reviews of any student that has accessibility issues Program accessibility works to be carried when budget allow Continued room changes where required. Further intervention and support from SEN team/ pastoral staff/intervention mentors. Reduced timetable for non ebacc students. Entry/foundation level certificates offered. Enrichment programme. Increase access to resources for students with disabilities.Continued monitoring and maintenance of existing provision. Additional coloured markings on steps. Update software regularly. Install new and appropriate programmes for students. Regularly maintain ipads/laptops etc. Use of STAR Tech’s to help students with technology. Further develop homeschool links using available technology. Encourage use of planners for recording information. Parent/staff training on school website/learning platform. | SLT/SENCO  Site team  Sen TEAM IC CPSENCo Pastoral Staff Technicians Teaching Assistants  | Ongoing OngoingOngoing |

# Section 3: Access audit

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| **Feature** *For example:* | **Description** | **Actions to be taken (if any)** | **Person responsible** | **Date to complete actions by** |
| Corridor access  | Lighting & fire signage improvement  | Ensure safe movement on the corridors avoiding injury to self & other students & staff All fire signage to serviced  |  Maintenance |  Individually reviewed  |
|  Parking | The school ensures individuals have a dedicated drop off point agreed with all parties to ensure it is the most suitable for the individual. The school has dedicated disabled parking bays for visitors  | Discuss dropping off & collection of the student via taxi  | Maintenance |   |
|  Entrances  | Several entrances are accessed via a step  | Make ramps available in all areas of the school that are identified as a regular access point  | Maintenance  |  |
|  Ramps  |   | Portable ramps to be purchased as needed (to be reviewed as needed when individual students are assessed)  |  All | Ongoing  |
|  Toilets |  Student toilets situated inside main building (male and female). Visitors, staff and disabled toilets outside in the car park area. |   | Premises Officer |   |
| Reception area  | Situated in the conservatory. Gate to the facility has a ring doorbell in order to alert staff of visitors | Instruct staff that they will be required to assist disabled people with access to the school, if required | All |   |
|  Internal signage  | All areas covered on the farm | Regular monitoring for damage | Maintenance | Ongoing |
| Emergency escape routes  | Throughout the school there are several emergency escape routes Each individual with accessibility issues needs to have a Personal Emergency Evacuation Plan and dedicated PEEP buddies  | Ensure that signage is adequate Ensure that each individual with accessibility issues has a PEEP  | Maintenance | Ongoing   |