

Accessibility plan

Stone Lodge Therapeutic School



Stone Lodge School

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Approved by:	Ollie Sharp	Date: 18/03/23
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Last reviewed on:	18/03/23
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Next review due by:	September 5 th 2025
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

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 school is a specialist provision for high functioning ASC and SEMH. We aim to promote inclusion through our core values of care, understanding and ambition. This is manifested in our use of therapeutic approaches, the curriculum and strong liaison and support for families.

The plan will be made available online on the school website, and paper copies are 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.

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

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school. Parents and pupils will be involved in future revisions, including the student council.

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 the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils 	Curriculum allows all pupils to flourish	Curriculum to be reviewed once cohorts are known	OS	1 st Sept 2023	Pupil engagement and progress is strong
	<ul style="list-style-type: none"> We will use an outreach team for those pupils whose needs prevent them accessing the school 	All pupils are able to access education and progress Post 16	Outreach Team to be appointed	OS	1 st Sept 2023	
	<ul style="list-style-type: none"> We use resources tailored to the needs of pupils who require support to access the curriculum 	All pupils are able to access the curriculum	Resources ordered by curriculum staff	Staff	1 st May 2023	
	<ul style="list-style-type: none"> Curriculum resources include examples of people with disabilities 	To promote a positive view of disability and neuro-diversity	Displays require production	MC	1 st Sept 2023	
	<ul style="list-style-type: none"> Curriculum progress is tracked for all pupils, including those with a disability 	All groups are monitored to assist interventions	Tracking system to be agreed	KW	25 th May 2023	
	<ul style="list-style-type: none"> IEP Targets are set effectively and are appropriate for pupils with additional needs 	Pupils make strong progress according to the EHCPs	Targets to be set once pupils start	KW	1 st June onwards	
	<ul style="list-style-type: none"> The curriculum is reviewed to make sure it meets the needs of all pupils 	Curriculum evolves to meet the needs of cohorts				

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p> <p>To allow parents, carers and professional with a access arrangement to attend meetings etc</p>	<ul style="list-style-type: none"> Disabled parking bays Disabled toilets and changing facilities Meetings to be held on TEAMS were possible or appropriate 	<p>To allow access to wheelchair users</p> <p>Allow facilities for wheelchair users</p> <p>To ensure all participants can access the meetings</p>	<p>Bay to be marked out once fencing has been completed</p> <p>Toilet to be redesigned and access widened</p> <p>Complete</p>	<p>MD</p> <p>MD</p>	<p>April 5th 23</p> <p>April 5th 23</p>	<p>All people – regardless of disability can access the site</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Large print resources where required Pictorial or symbolic representations All communication home is checked for readability and clarity 	<p>To ensure that all pupils and carers get information in a form they can access</p>	<p>Ensure systems are updated as technology changes</p> <p>Use EHCP and EP report to identify pupils that require additional support accessing information</p>	<p>KW</p>	<p>Ongoing</p>	<p>All communication from the school is clear to all members of the school community and carers</p>

4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Principal

It will be approved by governing body.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy