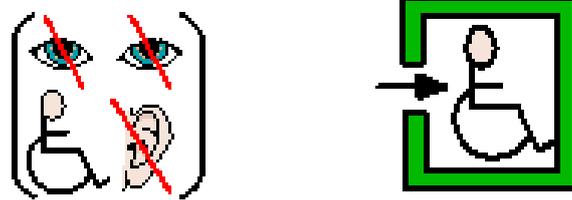




# **ACCESSIBILITY PLAN**



## **Accessibility Plan/Disability Equality**

### **Statement**

**Lampard is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

Lampard Community School is a special school for children with complex needs from the ages of 5 to 16. We cater for children with:

- communication and interaction needs
- cognition and learning needs
- social, emotional and mental health difficulties
- sensory and/or physical needs:

Each student at Lampard has individual and unique needs. They all have Statements of Educational Need or have Education Health Care Plans (EHCPs) and this is our starting point used for the planning process.

We have the highest ambitions for all of our students. We want them to access and participate fully in all aspects of school life. We set challenging, but suitable learning targets to work towards outcomes identified. We respond appropriately to diverse needs and strive to overcome potential barriers in every area of life.

We review provision, strategies in place for each child and their progress towards outcomes at review meetings with parents/carers held at three points in the school year. We identify need and plan accordingly and where needed make reasonable adaptations to the learning tasks, strategies, resources and the environment to support the students to achieve.

***The child is at the centre of everything we do and we have a duty to make every day of their education count. We have aspirations for all of our students as adults to be able to lead a happy, healthy and fulfilling life.***

This plan has been written in accordance with the Special Educational Needs SEN and Disability Code of Practice (July 2014), the Children and Families Act 2014, the Equality Act 2010, and the Special Educational Needs and Disability Regulations 2014.

The Board of Governors recognises their responsibility to ensure that students receive an equitable and meaningful education which enables them to:

Achieve their best

Become confident individuals able to live fulfilling lives

Make successful transition into adulthood (whether employment, higher education or training)

Governors also ensure that the school does all it can to meet the needs of each individual; that provision is personalised and differentiated appropriately.

### **The Governing body seek to fulfil their duties by ensuring that:**

- All students have equal access to the school curriculum.
- Everything we do for students is age appropriate and accessible to all, for example, school visits, activities and residential.
- The school behaviour management policy and safeguarding arrangements are designed to ensure that all students are well cared for, respected and are valued members of our community

- We have a full understanding of the child's developmental needs, academic, social, emotional and physical and that we structure provision accordingly for that child.
- Staff have high expectations of students.
- We improve the physical environment of the school to ensure that all students are kept safe and can take advantage of education, activities and opportunities.
- All written information is in a form that our students, parents and carers can access.
- We promote consideration and understanding of the needs of young people with disability in the community and support other providers to develop appropriate provision.

### **Teaching and Learning**

- **The school curriculum:** Lampard's curriculum has been designed to meet the needs of its students. It is regularly reviewed to meet the students' diverse learning needs. Staff work in partnership with parents/carers and external agencies, for example educational psychologists, in order to support student learning. A well planned transition programme is established for each individual student to ensure smooth progression to/from other schools/colleges and across key stages.
- **Communication Strategy:** All students have a Communication Passport which is a snapshot of a student's needs and tells staff about their likes and dislikes, how we can best help them and things that make learning difficult for them / cause them anxiety or distress.
- We use a Total Communication approach for example symbols, Makaton, verbal communication, objects of reference and schedules.
- **Assessment and Monitoring**
- All students work is regularly marked and this feedback is communicated to each student in an appropriate way for them according to their age, ability and needs. This dialogue enables students to understand what they have done well, discuss any mistakes or issues they have had, discuss their next steps and provides the opportunity for self-assessment that is meaningful for each student. This information is then periodically collated throughout the academic year to inform data inputs in order to track progress, further support learning and provide parents and careers with information about their child's progress.
- The students are asked to share their opinions on how well the school year has gone, what they found difficult and their aspirations. This is shared at their review meetings and students also share pieces of work/activity they are proud of.

### **Stakeholders Feedback - Improving the physical environment of the school:**

- Through the Student Council and listening to feedback from parents and staff we have, over time, identified areas of the school site that needed improvement. Over the recent years this has included:
  - Refurbished the front of school to remove trip hazards and the addition of a covered area
  - Refurbished area now used by upper school to include a ramp and electronic entrance door
  - Refurbishment of Upper School area to create additional classrooms and toilets
  - Refurbishment of area to create additional space for lower school, group work rooms, Thrive area and therapy rooms.
  - Establishment of a Forest School area and "Outdoor Gym"
  - We have reviewed our classroom structures in light of changes to students needs and increased complexity of students needs for example – use of work stations, OT equipment, visual schedules, TEACCH areas, Thrive resources.
  - We work with other professionals (such as VI, OT) to identify areas of the school that need improvement.
  - We are currently carrying out a full review of our estate and developing a 5-10 strategic plan

- **Assistive Technology:**

- Technology suited to your child's needs can help them learn faster and more easily. This can maximise their access to the curriculum. Examples of technology that we use in school includes:

- Computers
- IPADs
- easy-to-use keyboards
- interactive whiteboards
- text-to-speech software
- software that connects words with pictures or symbols
- Audio recording devices
- Predictive writing software

- **School Transport:**

- The Local Authority is responsible for school transport. They are based at County Hall (01392 382000). If your child is offered school transport, the vehicle should have the relevant equipment to suit your child's needs - for example wheelchair restraints, ramps or lifts.
- The Education Authority also provide escorts on school transport if needed.
- In exceptional circumstances you may be able to get help with your own costs for taking your child to school. The Transport Team will be able to tell you if this is possible.

- **If your child cannot attend school for medical reasons:**

- If your child cannot go to school because of medical needs or health problems, we will work with you and the local authority to enable them to continue their education. This could be achieved by lessons in hospital, for example.