



Lampard Community School

Accessibility plan

Approved by: Christine Bevan

Date: 23rd February 2021

Last reviewed on: January 2020

Next review due by: February 2022

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	9
5. Links with other policies	9

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 disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Lampard Community School is a special school whose provision meets the needs of students with a complex profile of needs, all of whom have communication and interaction needs (including speech and language and autism) and who are working significantly below age-related expectations.

All of our students have Education Health Care Plans (EHCPs). We have the highest ambition for all of our students to participate fully in all aspects of school life. We set challenging, but suitable learning goals, respond appropriately to diverse needs and strive to overcome potential barriers in every area of life.

We are a positive learning community built on the relationships we make. We are committed to providing our students with the best education to equip them to go on to live an active and fulfilled life as adults in the modern world. We want our students to realise their aspirations and make positive steps towards developing the skills needed for future employment.

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.

We are a local Authority Maintained school.

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

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and governors of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for our student cohort who all have Special Educational Needs and/or a disability.</p>	<p>Our EMPOWER curriculum is newly developed and unique to us – it is intended to provide our students with the skills and knowledge they need to be successful in life.</p> <p>We implement our curriculum through quality teaching and learning experiences across a broad range of subjects, specifically chosen to meet the diverse educational needs of our students.</p> <p>We see the impact of our curriculum daily; our students <i>know</i> more – about themselves, and the world around them –and they can <i>do</i> more with their lives, through increased</p>	<p>All stakeholders understand what the EMPOPWER Curriculum is, its intention and how it will be implemented as well as understanding the intended impact of this curriculum.</p> <p>To further develop and write year 2 of the EMPOWER curriculum in line with stakeholder feedback from Annual Reviews and parental surveys.</p>	<p>Curriculum Middle Leaders have been appointed to lead curriculum development in all core subjects.</p> <p>Student data is carefully reviewed at each termly progress point using Insights through Evidence for Learning</p> <p>For JH to lead training on EMPOWER curriculum and assessment for all stakeholders: Leadership, staff, Governors families and students</p>	<p>JH/TW/Vacancy AHT teaching and Learning</p>	<p>January 2021</p>	<p>Students access a bespoke broad and balanced curriculum based on the National Curriculum that meets their individual needs and increases their independence, communication skills and emotional well-being.</p> <p>To support students with meaningful learning activities and to continue to work towards outcomes, where appropriate from their Education Health Care Plan</p> <p>Students leave Lampard with appropriate</p>

<p>For adaptive and assistive technology to be deployed to ensure equal access to the curriculum.</p>	<p>Equipment such as easy read keyboards, chunky stylus, test pens and writing slopes used for specific students where needs are identified.</p> <p>Large print resources, Soundfield systems and FM radio devices are used with specific students with VI and HI.</p> <p>Dyslexia friendly strategies are used across school and Programmes of support used with identified students.</p> <p>‘Appropriate assistive technology is used within examinations to enable students to access the assessments. These reasonable adjustments are in keeping with examining bodies protocols.</p>	<p>To draw up an overview of assistive technology used for specific students linked to their EHC plans and update regularly and review impact of use.</p> <p>Review of assistive technology will inform future purchasing.</p> <p>For digital literacy to feature throughout the curriculum and be explicitly linked to the school’s vision.</p>	<p>Appointment of an Assistant Headteacher for digital teaching and learning</p> <p>A technology strategy is written and agreed by Governors.</p> <p>Continued review of equipment/adaptions required as outlined by students’ EHCPs and professional advice received.</p> <p>Where new needs are identified, to ensure a timely response to put in place the required equipment/technology to minimise loss of learning.</p> <p>Ongoing training on accessibility for technology from the SEND ICT team in Babcock</p>	<p>New vacancy AHT</p>	<p>September 2021</p>	<p>A technology strategy is written and informs the planning, buying and use of tech and assistive tech across the school to support teaching and learning.</p>
<p>Our students have growing independence. We support our students to become more</p>	<p>All students give feedback against the four areas of Preparation for Adulthood in their Annual Review.</p>	<p>To embed the Preparation for Adulthood Framework</p>	<p>To complete next steps on putting the framework on Evidence for Learning and pilot</p>	<p>TW</p>	<p>September 2021</p>	<p>Students with specific requirements will experience reduced</p>

<p>independent in their learning and in their daily life skills. Our students are ready for the next stage of their education</p>	<p>Opportunities are embedded across the curriculum for students to make progress towards the key areas of Preparation for Adulthood: employment and/or higher education, independent living, good health and participation in their community.</p>	<p>into our EMPOWER curriculum</p>	<p>with one tutor from each phase.</p> <p>Full roll out of tracking PfA from September.</p>			<p>barriers to accessing the curriculum.</p>
<p>We support our students to access and understand reading texts to apply functionally</p>	<p>Daily reading in the timetable for every child</p> <p>Students access discrete daily reading sessions and have regular and ongoing opportunities to develop their phonological awareness to enable them to access appropriate written texts.</p> <p>Functional Skills reforms have increased their expectations of phonological awareness.</p>	<p>To embed the Pathway to Reading Policy</p>	<p>To train staff on the Pathway to Reading Policy</p> <p>Ongoing Phonic training</p> <p>Sight reading training</p> <p>Guided reading training</p> <p>Purchase further reading material/schemes</p> <p>Through phonics assessments and progress meetings identify students who respond well to phonics and identify those for whom phonics is not an effective method.</p>	<p>JH/NK/FW</p>	<p>January 2021</p>	<p>All staff understand how to teach reading and phonics</p> <p>The small number of students who do not learn to read through a synthetic phonics approach are identified at an early stage.</p> <p>All staff understand how to approach reading with all of their students regardless of need.</p>

			<p>Continued use of iPad technology to support development of reading</p> <p>A TLR3 project led by a teacher to develop accessible texts to support remote learning.</p> <p>Learning Walks to inform on the development and implementation of the Pathway to Reading pathway policy.</p>			
<p>Improve and maintain access to the physical environment.</p>	<p>The environment is adapted to the needs of students as required.</p>	<p>Ramp to the Upper School built as part of stage A of the proposed expansion Plan</p> <p>The Upper School building is refurbished to increase classroom space.</p> <p>To build an accessible pathway to the play equipment and the Sensory Garden</p>	<p>DCC to oversee expansion plan project for stage a, project managed by CH and PS. DCC to draw up plans and consult with Lampard.</p> <p>For the school path, quotes sought and Governors to agree chosen contractor.</p> <p>Premises Manager to oversee the work carried out by external contractor as agreed at Governors</p> <p>Pathway completed.</p>	<p>PS/AR/CH</p> <p>AR/PS</p>	<p>January 2021</p> <p>September 2021</p>	

<p>Improve the delivery of information to students with communication and Interaction needs</p>	<p>communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Communicate –in print • Pictorial or symbolic representations • Use of technology <p>Class environments follow the National Autistic Society SPELL approach, ensuring that the class offers structure, is positive, demonstrates empathy, is low arousal and provides students with links between learning.</p> <p>The TEACCH approach is used in some classes to provide a higher level of structure to support learning.</p>	<p>Working walls and displays are accessible</p> <p>To improve accessibility to the student section of the school's website</p> <p>All staff access quality Total Communication training and deliver aspects within their daily work to support students' communication and understanding.</p>	<p>A teacher leading a TLR3 trained to carry out Total Communication focused work across the school and the website.</p> <p>All staff carry out Total Communication training</p> <p>Our developing curriculum and focuses on vocabulary development</p> <p>A teacher leading a TLR3 project to improve accessibility on student section of the website. A student work group is set up to review and feedback ideas for improvement.</p>	TG/LA	July 2021	<p>For all staff to be aware of students' language levels and adjust language levels accordingly. To create language learning classroom environments. To support learning with Total Communication consistently.</p>

4. Monitoring arrangements

This document will be reviewed every year, and may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Board

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy

