

THE LION WORKS SCHOOL POLICY



Accessibility Policy and Action Plan

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Context

The Lion Works School is an Independent special school. We are part of an ethical and progressive organisation that believes it can achieve real change for children, young people and their families.

The Lion Works School is situated within the BCP local authority. We offer an academic and vocational specialist learning provision across KS3, KS4 and Post 16 aiming to reduce barriers to enable successful learning experiences and outcomes. There are a variety of routes a student can take, which include GCSEs, BTECs and other accredited qualifications whilst building confidence, improving wellbeing, enabling self-regulation and increasing attendance. Our school is full of life and has a wealth of resources to spark interest and ignite that passion to achieve, equipping our students for everyday life and the opportunities that await them.

We adhere to the values of **ARC**:

Ambition

Resilience

Community

The Lion Works School operates within the SPELL framework. SPELL is The National Autistic Society's framework for understanding and responding to the needs of children and adults on the autism spectrum. It focuses on five principles that have been identified as vital elements of best practice in autism and emphasises ways to change the environment and our approaches to meet the specific needs of each person.

SPELL stands for Structure, Positive approaches and expectations, Empathy, Low arousal, Links:

Structure	Structure makes the world a more predictable, accessible and safer place. We can support people on the autism spectrum in creating structured environments using visual information.
Positive (approaches and expectations)	We must seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interest and abilities.
Empathy	We must try to see the world from the standpoint of the autistic child or adult, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them.
Low arousal	Approaches and the environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration.
Links	Autistic people, their parents or advocates should be seen as partners. Open links and communication will reduce the risk of misunderstanding, confusion or the adoption of fragmented, piecemeal approaches.

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
- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Legislation

This policy meets the requirements of the following legislation and guidance:

- [Schedule 10 of the Equality Act 2010](#)
- [Guidance for schools on the Equality Act 2010](#)

Definitions

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.

Duties

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 vision for our children, who all have Special Educational Needs, is to design and deliver our curriculum and extra-curricular activities around their needs. Inclusion is at the heart of our school community and curriculum

framework. We aim to empower our pupils to recognise and harness their strengths, gifts and talents. The school recognises its duties under the Equality Act 2010:

- Not to discriminate against pupils with disabilities in their admission and exclusions, and provision of education and associated services
- Not to treat pupils with disabilities less favourably
- To take reasonable steps to avoid putting pupils with disabilities at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education
- To have and regularly to update an Accessibility Plan which meets the statutory requirements by being in writing and covering the three strands over time.

Equality Objectives

The school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The Lion Works School's equality objectives are:

- To promote the awareness between students, staff and parents of the protected characteristics as set out in the Equality Act throughout all aspects of the curriculum and within targeted sessions of PSHE/RSE.
- To foster good relations between people who share a protected characteristic and those who do not.
- To robustly challenge inappropriate language and behaviour amongst any group within the school and community; taking any opportunity to educate against hate.
- To build/continue to develop an environment where everybody feels safe and safe to challenge others where their behaviour falls short of what is expected within The Lion Works School and the wider community.

Accessibility Action Plan

The school will consult a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers/guardians, staff and members of the School Board. In formulating the policy and plan, the Senior Leadership Team (SLT) may co-opt additional members whose expertise in any field would be of assistance; the school supports any available partnerships to develop and implement the plan. SLT's terms of reference are:

- To review the school's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
- To make decisions with a view to improving the accessibility of its education in its many aspects, to pupils or prospective pupils with disabilities, by means of reasonable adjustments and to implement, evaluate, and continue to review the effectiveness of any measures taken

- To continue to review the school's Equal Opportunities Policy
- To continue to review the school's Accessibility Action Plan.

The Accessibility Action Plan is written with three key sections in mind. These are:

SECTION A: Increase the extent to which pupils with disabilities (including those with special educational needs) can participate in the school's curriculum.

SECTION B: Improve the physical environment of the school in order to increase the extent to which pupils with disabilities are able to take advantage of education and benefits, facilities or services provided or offered by the school.

SECTION C: Improve the delivery to pupils with disabilities of information that is readily accessible to pupils who are not disabled.

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

Monitoring Arrangements

This document will be reviewed yearly by the Headteacher, but may be reviewed and updated more frequently, if necessary. This policy will be approved by an Executive Director before being published.

Links with other Policies

This policy and Accessibility Plan is linked to the following policies and documents:

- Equal Opportunities Policy
- Equality Information and Objectives
- Special Educational Needs and Inclusion Policy
- Risk Assessment Policy
- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy

Appendix 1 – Accessibility Action Plan 2023 - 2026

CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE FOR ACTION	PERSON RESPONSIBLE FOR SIGN OFF	DATE TO COMPLETE ACTIONS BY	RESOURCES AND COST	SUCCESS CRITERIA	DATE ACHIEVED AND SIGNED OFF
SECTION A: Increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum.								
Short Term								
The school has a very open dialogue with parents. Due to the small size parents are able to contact all staff regardless of seniority. Weekly reports are sent to foster proactive and positive communication between school and home	Establish close links with parents and carers	Ensure collaboration and sharing between school and families Calendar of events for 'parent voice' to be drawn up in consultation with parents	BM	JC	31/07/2024	£200	Clear collaborative working approach Published calendar of 'parent voice' events Routine reporting to SLT from BM on feedback from 'parent voice' sessions	
There is named teacher for CIC. School is becoming increasingly networked with local SEND offer and schools	Establish close liaison with relevant health and social care agencies	Ensure collaboration between all key staff.	SLT, teaching staff	JC	31/07/2024	0	Clear collaborative working approach SLT attending network events with local SEND offer	
The school has a positive environment, and all parents report students feel safe in school (parent survey spring term). The school has	Ensure full access to the curriculum for all children	Training for staff and leadership team, fully differentiated curriculum, use of interactive ICT	SLT, teaching staff	KT	31/07/2024	Delegated learning	Advice/training received and strategies evident in classroom.	

appointed an outreach officer who is developing her work for those students who have low attendance.		equipment, range of support staff, individualised timetables				budgets	All pupils supported and increasingly accessing the curriculum	
The school currently has a thorough two step admissions process with parents and students have an opportunity to meet staff and students before joining	Liaise with referring agency/ person to ascertain individual needs of potential new students.	Identify the appropriate strategies and support needed as part of the admissions process.	Headteacher	JC	31/07/2024	0	Relevant procedures/ equipment/ strategies in place prior to new pupil starting Questionnaires sent to capture student voice prior to joining	
The school has a range of statutory and non-statutory policies	Review all statutory policies to ensure they reflect inclusive practice and procedure	Comply with Equality Act 2010	All staff	JC	31/07/2024	0	All policies clearly reflect inclusive practice and procedure	
Medium term								
The school has recently implemented new software to capture students' progress (EFL). This allows for the systematic and immediate capture of progress.	Review and evaluate attainment of all pupils	Teacher and key worker meetings. Annual review meetings, EHCPs, PEPs, records of achievement. Regular communication with parent/carers and other relevant professionals	SLT, teaching staff	KT	31/07/2024	£1000	Progress made towards individual targets. Provision mapping showing clear steps and progress made using amongst other measures, EFL	

The school has a range of students from a range of socio-economic backgrounds	Monitor attainment of students who would be entitled to Pupil Premium, additional needs and low ability pupils	PEPs, EHCP reviews, Individualised and fully differentiated curriculum, 1:1 sessions, individualised intervention sessions (needs-led)	SLT, teaching staff	KT	31/07/2024		All pupils making proportionate progress	
The school has an inclusive ethos with high levels of positive parental feedback (surveys)	Promote the involvement of all pupils in the classroom activities. Take into account the individual learning styles when teaching	Within the Curriculum, we aim to provide full access to all aspects of the curriculum by: Individualised teaching delivery, differentiated work, alternative learning methods (for example with the aid of ICT equipment), specialist software	Whole school approach/ ethos	KT	31/07/2024	0	Ensuring that the needs of all pupils, parents and staff are represented within the school. Variety of learning styles and differentiated work evident in both lesson planning and the classroom	
The school has made very positive advances in its relationship with stakeholders	Ensure the school's "local offer" reflects our policies, procedures, and standard practice.	Comply with the Government request (September 2014) that every school outlines their "local offer" on their website	SLT	BM	31/07/2024	£500	School's Local Offer is clearly identified and easy to access and is regularly reviewed.	
Long term								
The school is committed to accessibility action	Evaluate and review the "short" and "medium" term targets.	See strategies for "short" and "medium" term targets.	SLT	JC	31/07/2024	£1700	All children making good and appropriate progress.	

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SECTION B: Improve the physical environment of the school in order to increase the extent to which pupils with disabilities are able to take advantage of education and benefits, facilities or services provided or offered by the school.								
Short Term								
The school has a carefully designed and sensory balanced school environment	Improve physical environment of the school	The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning/undertaking future improvements and refurbishments of the site/premises (for example, improved access lighting, colour schemes and more accessible facilities). Purchase of access ramp to ensure disabled access. Disabled toilet facilities schedule for installation in Summer	SLT	BD	31/07/2024	£40000	Enabling needs to be met where possible	

		2024 pending grant funding.						
The school has a rich visual offer. Classroom teachers are encouraged to take increasing ownership of their learning spaces	Ensure visually stimulating environment for all children	Continued use of colourful, topical and creative themed rooms used to establish defined and purposeful learning environments, taking in to account the needs of pupils	All staff	KT	31/07/2024	£2000	Positive learning environment maintained and improved	
The school has had medical rooms in multi-purpose spaces	Ensure that the medical needs of all pupils are fully met within the capability of the school	Liaise with parent/carer and other relevant professionals as part of the pre-admission process. Identify staff training needs and establish individual protocols where necessary	All school staff	BD	31/07/2024	£4000	The school will have a dedicated and effective medical room	
Medium term								
The school has made very positive strides in its engagement with the local community and SEND offer	Improve community links	Continue to build strong links with the local authority and local mainstream provisions. SLT to attend networking opportunities to gain knowledge and access to services available to the school	SLT	JC	31/07/2024	0	Improved awareness of disabilities in the wider Dorset community. Improved community cohesion	

The school is offering a sixth form from September 2023 and intends to do this in conjunction with post 16 institutions	Develop strong partnership links with local post-16 provisions	Establish a working relationship with our local colleges and apprenticeship providers. Attend relevant meetings to gain access to services/information available to support post-16 transition	SLT	JC	31/07/2024	0	Improved awareness of the support and post-16 options available for students	
Long term								
Creation of exercise and outdoor opportunities in the school grounds	Continue to develop outdoor spaces and facilities	Continued investment in the outdoor space as well as internal facilities. Creation of a disabled toilet	Proprietary body	BD	31/07/2024	£10 000	Inclusive child-friendly environment established and maintained	
	Ensure car park and paths around the school are as safe as possible	Resurfacing of car park facility to increase accessibility	Proprietary body	BD	31/07/2024	£20 000	No accidents	

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SECTION C: Improve the delivery to pupils with disabilities of information that is readily accessible to pupils who are not disabled.

Short Term								
The school is positive and proactive in communication on pastoral matters (parent survey), academic communication requires development	Ensure all children have access to the full curriculum	Regular weekly written communication with parent/carer Individualised teaching strategies and resources (where necessary)	SLT, all teaching staff	JC	31/07/2024	0	All pupils fully engaged in the curriculum High levels of paternal feedback in surveys relating to school communication	
The school has regular health and safety audits that address accessibility in terms of signage	Enable improved access to written information for pupils, parents/carers and other relevant professionals	Raising awareness of font size and page layouts to support pupils and parents/carers with visual impairments. Clear signage around the school to ensure that it is accessible to all. Policies and curriculum documents available on the school website	SLT, all teaching staff	BD	31/07/2024	£500	Access to written information provided to all, in an appropriate format	
The school is responsive and adaptable to parental requests	To ensure that all parents and carers have an agreed and preferred	Preferred method of communication to be established during the	Administrator	JC	31/07/2024	0	Effective communication between school and home	

	method of communication with the school	admissions process (for example mobile, email or text)						
Medium term								
The school has appointment an SLT administrator to support assistant head with the management of reviews	Review every pupil's records to ensure school's awareness of any change in disability or needs	Annual reviews/PEPs/EHCPs all regularly updated. Medicine records to be updated and stored on centralised system. Ensure relevant information is disseminated to key staff	SLT, teaching staff, administrator	TL	31/07/2024	0	All staff fully aware of the disabilities/ additional needs of all pupils	
The school has recruited and experienced and committed governance board	Establish a termly internal quality assurance audit	Internal quality assurance audits conducted by the proprietary body	Proprietary body	BD	31/07/2024	0	Continual contact/ communication between school and parents/ carers to ensure that our school records fully reflect the individual needs of each pupil	
Long term								

The school has invested in a new MIS platform	School record systems to be reviewed and improved, where necessary	Review, evaluate and update current recording system (Arbor) to ensure all information is relevant and correct	SLT	KT	31/07/2024	£8000	Effective communication of disabilities and needs throughout the school	
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