



Title	Accessibility Plan
Purpose	To comply with Equality Act 2010 To promote access to education for disabled students.
Relevant to	Whole School
Responsible Officer	Assistant Headteacher (Additional Needs)
Introduced	-
Modification History	Replaces and updates former Community School Document
Related Policies and documents	A7 Safeguarding Policy A9 Curriculum Policy B6 Educational Visits Policy BSET Pol.16 Risk Assessment BSET Pol.17 Supporting Medical Conditions BSET Pol.20 Health and Safety BSET Pol.21 Equality Policy SEN Information Report
Date due for review	3/2021
Relevant Governors' subcommittee for review	Local Governing Body
Approved at meeting of Local Governing Body	15th March 2018
Filed as	A2 Accessibility Plan Vs1_0318

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.

Learning for Life

The development of effective learning is the main priority of Oak Lodge School. Our aim is to provide all students with a broad, balanced and differentiated curriculum within a safe, secure and supportive environment that fosters self esteem, equips students to meet the challenge of further education, independent living or employment, instils a sense of good citizenship, and provides a framework for lifelong learning.

All students at Oak Lodge have a learning difficulty or disability, a physical or sensory impairment or disability, or any combination of cognitive, physical, emotional, sensory or health factors that affect their access to learning. The school aims to identify and remove barriers for disabled students in every area of school life. We try to achieve this by

- Setting suitable learning challenges
- Responding to student's diverse needs
- Overcoming potential barriers to learning and assessment

The school aspires for all students to participate fully in all aspects of school life. These include sporting activities, art, music, dance and other creative work, educational visits including residential journeys and progression to a broad range of accreditation pathways. Oak Lodge has an inclusive ethos and welcomes all children, young people and other visitors to the school regardless of disability, gender, gender identity, religion, belief, race or sexual orientation.

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 this plan.

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. To date this has included school staff at all levels of the organisation, governors and NHS colleagues. We are aware of the need to expand this aspect of our work to the wider community of students, their families and other regular visitors to the school.

The plan is available on the school website; paper copies are available on request.

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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Action Plan

School audit

Oak Lodge School is a converter Special Academy managed by Barnet Special Education Trust. The school is centrally funded by DfE/ESFA to offer provision for 185 students aged 11 to 19 (rising to 200 by September 2019). In January 2018, there were 182 students on roll.

The previous community special school achieved outstanding Ofsted inspections in 2010 and 2013. The school has also achieved the Autism Accreditation mark of the National Autistic Society in two successive reviews prior to conversion and once since becoming a special academy.

By April 2018, all students enrolled at the school will have a new Educational, Health and Care Plan (EHCP) or will have converted to EHCP from their previous Statement of Special Educational Needs. The EHCP for all students will have identified learning difficulties, ranging from moderate to complex and/or severe.

90 students on the current roll have a diagnosed Autistic Spectrum Condition and a further 23 have identified Speech, Language & Communication Needs.

Over 90% of students are on the caseload of the NHS Speech & Language Therapy Service. Some students use alternative forms of communication and/or ICT-based communication devices. The school is also aware of sensory processing disorders (SPD) that affect most students with Autistic Spectrum Conditions and also a significant number of the rest of the school population.

Approximately 30% of students have some form of physical or sensory impairment that contributes to their learning difficulties. At present there are 42 students on the NHS physiotherapy caseload. These include:

- 7 students who use wheelchairs – With Cerebral Palsy or a similar neurological condition.
- 40 students who receive physiotherapy input from non-NHS staff for complex or significant gross motor conditions or Developmental Co-ordination Difficulties, these impact on their mobility to varying degrees.
- 23 students with Down's syndrome who are also on the school's physiotherapy system to monitor their physical condition.
- 17 students have visual impairments some have retinopathy or a degenerative VI; we know that many ASC students and some of our other students present with an SPD that affects their vision. Many students have eye disorders, which reduce visual acuity, or may have

problems with depth perception that can affect their balance and coordination.

- 5 students wear hearing aids while a further 22 students have been identified as having some degree of hearing loss. Many students with DS frequently have measurable hearing deficits.

Site Facilities

The school is built across a sloping site. Despite this, there is generally good disabled access to all buildings:

- **Main building:** Mainly 1970's built single storey with level exterior access from classrooms, but with internal sloping corridors that do not meet current DDA regulation for new buildings. 2009 extension has included DDA compliant covered exterior ramp to provide level access to other buildings. Building includes 11 classroom bases, plus specialist science, cooking and therapy spaces, small therapy swimming pool, meeting room, school offices, commercial kitchen and dining room. Circulation area fire doors are equipped with motion sensors to open automatically or are on hold open devices. There are automatic doors at the main entrance and two other entrances to the building. There are hygiene facilities to support the personal care needs of physically impaired students.
- **DT/Art Building:** 1980's built single storey. Wheelchair access to all areas, including art, music and design technology facilities, except staff office.
- **Centenary Building:** 2-storey building completed 2017, fully compliant with DDA, including lift access and hygiene rooms on both floors. Automatic opening doors to main entrance. Building includes 8 classrooms, PE Hall and wheelchair accessible office, meeting and therapy spaces.
- **Net-Zero Building:** Single-storey 2 classroom building with level access.
- **Exterior space:** Wheelchair accessible multi-use games area, accessible cycle path, level access trampoline, vestibular swing and outdoor gym and musical equipment.

Specialist Equipment

- Well-equipped physiotherapy suite with hoists and tracking
- Hydrotherapy pool with hoist and tracking
- 3 hygiene rooms
- Medical room
- 3 sensory rooms
- Mobile hoists are available for use in areas without tracking.
- 3 minibuses and one car equipped with wheelchair access equipment.
- Specialist ICT equipment to improve access to learning

Staffing

Continuous Professional Development opportunities are regularly planned for all staff to effectively support students with special educational needs and disabilities, according to their roles and responsibilities. These will include:

- Manual handling
- Sensory impairments
- Communication impairments (e.g. Makaton, SCERTS)
- Specialist IT equipment
- Pedagogy to meet the diverse range of needs and ensure participation and outcomes are very high across the school.

MAIN PRIORITIES OF THE ACCESSIBILITY PLAN

Curriculum Provision

- To review the extent to which disabled students can participate fully in the shared activities of the school curriculum.
- To enhance the environmental facilities & resources which target sensory processing difficulties in young people with SPD or Autistic Spectrum Conditions using sensory integration principles.
- Monitor, train & develop specific staff to ensure the therapeutic curriculum is integrated into daily school life.

Premises and Environment

- Further improve the quality of physical access and egress across the site
- Continue to develop the range of outdoor facilities accessible to physically impaired users, promoting the development of gross motor skills.

Information

Ensure that all staff and governors understand the definition of disability within the [Disability Discrimination Act](#).

Expand the quality and range of consultation regarding disability access for the wider school community, to ensure that the school is best placed going forward to meet the needs of all potential users.

Accessibility Plan 2018-2021

Target	Specific Tasks	Staff	Date	Impact on Students' Learning	Budget
Increase the extent to which disabled students can participate fully in the shared activities of the school curriculum	1. Annually Review and audit existing learning environments for all students who are wheelchair users.	TE	Summer 2018	All physically disabled students are able to fully engage in shared learning activity across the wider curriculum areas of the school.	£ High
	2. Ensure appropriate specialist seating and adjustable tables are in place for new transitions and review existing students as their needs change over time.	TE/ KS Leaders & Subject Leaders NHS OT	Summer 2018		£Med
	3. Research provision and funding streams for quality residentials, provide additional staff support and monitor offer for PD students.		Summer 2018	Opportunities for shared learning and inclusive experiences for students of all physical abilities.	£Med
	4. Research funding streams for non academic environments, specialist furniture and powered wheelchairs	TE	Autumn 2018	Promote autonomy and independence for students with PD.	£Low
	5. Review & Refresh fine motor skills resources, which improve accessibility and engagement in practical lessons such as FT, and enhance and develop writing & recording skills.	TE/ KS & Subject Leaders NHS OT	Spring 2019	All students who require additional fine motor skills resources to support production are able to improve.	£Low

Target	Specific Tasks	Staff	Date	Impact on Students' Learning	Budget
Continue to develop the school-wide approach that aims to target sensory processing difficulties (SPD) Conditions and Disorders using sensory integration (SI) principles.	1. Extend availability of classroom sensory environments across the school.	TEL GDO NH CC EP	Autumn 2018	Young people with ASC / SPD experience improved interaction within their physical environment and are able to self-direct, actively participate in learning and regulate themselves more efficiently.	£ High
	2. Audit and adapt other environments with potential to provide enhanced OT.	TEL	Spring 2019	Students who require sensory diets will have access to resources which meet their learning profile	£Low
	3. Support key staff to attend on-going SPD training, who will then monitor and lead future developments.	LW/ TEL	Autumn 2018	Students are supported to progress through evidence-based methodologies, which ensure practice meets needs.	£Low
	4. Develop staff knowledge of SPD via input of OT trained in S.I.	TEL/DB/ES	Spring 2019		
	5. SCERTS measures impact of new interventions	GDO KS Leaders/DB	Summer 2019		
	6. Identify further equipment to be purchased to develop programme for target groups.	TEL/DB/ES	Autumn 2019	Adapted provision and resources will help all students overcome barriers to learning.	£Low

Target	Specific Tasks	Staff	Date	Impact on Students' Learning	Budget
Further improve the quality of physical access and egress across the site	Audit quality of access in consultation with disabled users	IK/TEL	Summer 2018	All students are able to safely access all areas of site required for their personal learning pathway, and to exit them comfortably and with dignity in an emergency.	£High
	Prioritise modifications in line with usage and available budget				
	New Fire door for P16 Kitchen/Café area with magnetic holdback.	IK/GF			
	Install evacuation chair to stairwell of Centenary Building & train staff in usage	TEL			
	Repaint exterior ramp to MUGA and all stairs/level changes to support VI	IK/GF			
	Refurbishment of outdoor trampoline Installation of indoor vestibular swing	TE			
Develop the range of outdoor facilities accessible to physically-impaired users	Identify further potential solutions Which merge with future site development plans.	TEL	Summer 2019	Students in wheelchairs are able to benefit from additional aerobic and therapeutic activity increasing their health and capacity for learning and have similar experiences to their peers.	£High
	Locate additional funding sources for wheelchair accessible play equipment.	TEL	Autumn 2019		
Ensure that all staff and governors understand the definition of disability within the Disability Discrimination Act.	Investigate training options available.	LW	Summer 2019	Governors and staff are more knowledgeable regarding the role and responsibility of the school with regard to the Act and are more empowered to help support students in achieving full and effective access to learning	£Low
	Investigate innovative disability consultants to audit current practice and plan for further development.	LW/TEL	Spring 2020		
	Present potential resolutions to governors	LW/TEL Governors	Summer 2020		

Target	Specific Tasks	Staff	Date	Impact on Students' Learning	Budget
Expand the quality and range of consultation regarding disability access for the wider school community	Conduct interviews and practical tours with PD students ensure effective transitions, including to FE/Post 19 provision	TEL/EP & Commissioned Physio	Autumn 2020	Ensure that the school is best placed going forward to meet the needs of all potential users on our existing, but modified site.	£ Low
	Establish new rolling plan based on audit and review	TEL/IK	Spring 2021		