

THE LION WORKS SCHOOL POLICY



Accessibility Policy and Action Plan

Author of policy and position of responsibility: Justine Collinson, Headteacher	Date policy finalised: September 2024
Approved by: Sarah Rempel, Director of Education	Date of approval: September 2024
Due to be reviewed: August 2025	Date of review:

Contents

Page	Contents
3	Context
2	Aims
3	Legislation
4	Definitions
5	Duties
6	Equality Objectives
7	Accessibility Action Plan
8	Monitoring Arrangements
6	Links with other Policies
	Appendix 1 - Accessibility Action Plan 2024-2025

1. 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.

2. 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.

3. 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](#)

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.

9. 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 2024 - 2025

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.								
2024-25								
School currently has IEPs in place with short term targets. School continually assesses best practice.	To devise Assess-Plan-Do-Review Plans to ensure students make good progress against their EHCP outcomes	Train staff to ensure APDRs link with student's EHCP outcomes	TL	JC	20/09/24	£0	All staff working with students are aware of their targets and proactively working to ensure students meet aspirational targets Students are aware of their targets and know how they can progress further	

							<p>All staff will have secure knowledge of individual SEND Needs.</p> <p>Students will achieve better outcomes and know more and remember more through specific targets.</p> <p>All ADPRs are amended and adapted in line with outcomes from Annual Review to ensure better outcomes</p>	
School have PLPs (Positive Learning Plans) that include key information.	To develop key documents that have impact in the classroom for SEND	Devise One Page profiles and Positive Support Plans	TL	JC	20/09/24	£0	<p>A consistent approach for information sharing</p> <p>Students make good progress against their outcomes</p> <p>Positive student wellbeing</p>	
Students receive therapy intervention to support their EHCP outcomes	Therapy assistants to support student's emotional regulation by	Map out intervention support precisely in line with students' EHCPs and in collaboration with all stakeholders	TL	JC	20/09/24	ELKLAN SLCN training £380	<p>A developed therapeutic curriculum is in place</p> <p>Increased emotional resilience and increased</p>	

	<p>supporting students in class to embed therapeutic approaches alongside delivering discrete intervention</p>	<p>ensuring the therapy team are timetabled effectively.</p> <p>To work with staff and students to ensure approaches are consistent</p> <p>To audit resources</p> <p>Use Therapy Intervention to enhance the EBSA Pathway practice to support attendance by targeting support and deploying therapy assistants effectively.</p>				<p>Zones of Regulation resources £96</p> <p>ELSA training £825</p>	<p>self-regulation/ communication and interaction</p> <p>Students to understand their need and understand how they can be supported to progress</p> <p>Increased attendance and engagement</p>	
<p>All staff are Price trained and have regular refresher training</p>	<p>Train staff in Price training to develop student-centered approaches, that aim to understand the needs of individuals before difficulties arise and identify a student's early behavioural signs to prevent</p>	<p>Inset training to be delivered September 2024</p> <p>Develop student-centered approaches, that aim to understand the needs of individuals before difficulties arise</p> <p>Identify a student's early behavioural signs</p>	<p>JC and DH</p>	<p>JC</p>	<p>6/9/24</p>		<p>Students to understand their needs and understand how they can help themselves and / or be helped</p> <p>Staff are proactive in supporting students to maintain their emotional regulation</p>	

	difficulties escalating	to prevent difficulties escalating					Staff respond positively to behaviours' of concern	
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	
	To train staff in five principles of the SPELL framework to ensure a consistent approach in our environment and approaches to learning	Inset training to staff end of July 2024 and beginning of September 2024	SR and JC	JC	6/09/24		Best practice will be observed within the school environment Staff approaches consistent across the	
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	30/09/2024	0	All policies clearly reflect inclusive practice and procedure School has a trans policy in place	

Long Term

<p>The school is committed to working with its local authority partners to be a relevant part of the local offer and to become a 'gold standard' EBSA setting.</p>	<p>To increase our capacity to provide EBSA provision to enable school to support the most vulnerable learners</p>	<p>To implement the school's new EBSA integration and intervention programme. Open the school's admissions process to students who present with EBSA as well as to support student who have a re-emergence of this need during their current attendance at school.</p>	<p>SLT</p>	<p>JC</p>	<p>30/09/24</p>	<p>Dependent on Individual needs</p>	<p>Individual, time-limited interventions that lead to an increase in engagement and independence.</p>	
--	--	--	------------	-----------	-----------------	--------------------------------------	--	--

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
<p>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.</p>								
<p>2024-25</p>								
<p>The school has a carefully designed and sensory</p>	<p>Improve physical environment of</p>	<p>The school will take into account the needs of pupils, staff and</p>	<p>SLT</p>	<p>TL</p>	<p>1/03/25</p>	<p>£40 000</p>	<p>Enabling needs to be met where possible</p>	

balanced school environment	the school both indoors and out. Create a sensory room.	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).						
Long Term								
The school has had an extensive refurbishment during the summer 2024 to improve acoustics (new doors, wood panelling walls, cork tiles and planting)	Continue to explore ways to improve the acoustics in school to support learners with noise sensitivities	Listen to student voice Work in collaboration with our Occupational Therapist	SLT	JC	28/08/24	£10000	All students are able to learn in a low arousal environment	

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

2024-25								
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	30/09/2024	0	All students fully engaged in the curriculum High levels of parental 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	JC and DR	1/09/2024	£1000	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 admissions	Administrator	JC	31/10/2024	0	Effective communication between school and home	

	method of communication with the school	process (for example mobile, email or text)						
The school has appointed 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	31/07/24	0	All staff fully aware of the disabilities/ additional needs of all pupils	
Long Term								
The school uses a range of communication methods to ensure information is accessible to parents	Parents receive more information regarding their child through Arbor communication, Facebook page and the school website	Link positive Arbor points to weekly parents' emails Create a wellbeing page on the school website for parents and students on the school website with links to support and information	Staff, SLT, Admin	TL and DR	18/10/24	0	Effective and positive communication between school and home Wellbeing is a high priority and parents feel supported and know how to access external support when required	