

Lansdowne School **Accessibility Policy**

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

 - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are equally as prepared for life as are the able-bodied pupils. (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

Improve Access to the Physical Environment

The school is currently waiting to be demolished as the students and staff are moving to a new purpose built school. The current building has the following in place to improve the access to the physical environment until we move across in July 2016 to the new build.

- Ramps for wheel chair access.

- Disabled toilet.

- Large clear signage for fire exits.

The new school is DDA compliant.

Access to the Curriculum

All students have access to the curriculum through:

- Small classes with at least two adults.
- The curriculum is broken down into small achievable steps.
- The school works closely with the Occupational Therapist to ensure the physical learning environment in the classroom is adapted.
- Occupational Therapy ensures access to the curriculum through meeting the needs of the students' sensory and fine motor skill needs.
- There are two Speech Therapists working with the school to support the communication and speech therapy needs of the students.
- Makaton sign language and symbols ensure all students are included in the learning throughout the school.
- The curriculum is 'hands on' and practical and differentiated.

Access to the wider offer

Lansdowne is a school with specialist provision and offers students the same opportunities as they would have in a mainstream setting, through:

- Running after school clubs twice a week.
- Ensuring all students have access to the national curriculum.
- Participating fully in college link courses, sports events, theatre trips and community events.
- Lansdowne is part of a local cluster and the students at Lansdowne participate in the learning opportunities provided by the cluster.
- Students participate fully in community life through the life-skills programme (living in the community) and through their support of their chosen local charity – Brixton Food Bank.

Action Plan for Improving increased access to the curriculum. These actions form part of the school development plan.

Item	Action	Timescale
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To improve access to speech and language provision across the school for all pupils.	Audit speech and language provision including universal services. Source additional speech therapy and costs.	
To improve access to OT across the school or all pupils.	To source an additional OT or more OT time.	
To improve access to sensory provision across the school for all pupils	To look at additional sensory rooms so all all key stages have access to a sensory room.	

