



Title	A2 Accessibility Plan (inc. Disability Equality Scheme)
Purpose	To promote access to education for disabled students.
Relevant to	Whole School
Responsible Officer	Deputy Headteacher
Introduced	5/2010
Modification History	1/2013
Related Policies	A7 Child Protection Policy A9 Curriculum Policy A10 Equal Opportunities Policy A15 Health and Safety Policy B1 Policy on Policies B6 Educational Visits Policy
Date due for review	3/2015
Relevant Governors' subcommittee for review	Premises, Health & Safety
Agreed at full meeting of Governors on	16/4/2013
Signed by Chair of Governors	
Filed as	A2 Accessibility Plan Vs2_0313

Introduction

[The SEN and Disability Act 2001](#) extended the [Disability Discrimination Act 1995](#) (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled students can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1A The purpose and direction of the school's plan: vision and values

'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 Every Child Matters agenda is actively embraced in school, leading to a shared purpose to improve outcomes for all students.

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 pupil'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 impairment, gender or ethnicity. The school is built on one level and generally has very good physical access, in terms of its buildings. However, the school continually seeks to improve provision, the learning environment, access to the school site and all its amenities, as well as to improve the ways in which we provide information to parents and the wider school community. Barnet local authority has allocated capital expenditure of £3 million between 2013 and 2015, to enable place expansion and redress some deficiencies in current building conditions. This will undoubtedly influence spending decisions within the current plan.

1B Information from pupil data and school audit

Oak Lodge School is a Barnet Local Authority Community Special School for 165 students aged 11 to 19. There are currently 167 students on roll. The school achieved an outstanding Ofsted inspection in 2010 and has received the Autism Accreditation mark of the National Autistic Society. All students enrolled at the school either have a Statement of Special Educational Needs or are in the process of being assessed for one. All students at the school have learning difficulties, ranging from moderate to complex and/or severe.

75 (45%) students on the current roll have an Autistic Spectrum Condition or associated pervasive developmental disorder and over 90% of students on roll are on the caseload of the Speech & Language Therapy Service. Of these, 90 are seen regularly by the SALT team, 14 use alternative forms of communication and 3 use ICT-based communication devices. The school is also aware of hyper/hypo sensory processing difficulties affecting many students with Autistic Spectrum Conditions.

Approximately 30% of students have some form of physical or sensory impairments that contribute to their learning difficulties. These are comprised of;

- 4 wheelchair users – 1 as a result of Muscular Dystrophy and 3 of Cerebral Palsy
- 5 students have neurological conditions that impact on their mobility to varying degrees, but do not use wheelchairs.
- 4 students have complex medical problems impacting on their mobility, including 1 with a visual impairment.

- 18 students (more than 10% of the school) have Down's Syndrome and are on the school's physiotherapy caseload to monitor their physical condition.
- 22 other students have various forms of Developmental Co-ordination Difficulties which impact on their mobility to varying degrees.

The school building is on a single level and there is ramped access and egress to most parts of the school. Main 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 main school building. There are hygiene facilities to support the personal care needs of physically impaired students, a well equipped physiotherapy suite and hoists and tracking to assist with the manual handling of the physically impaired in the key areas of physiotherapy, the hydrotherapy pool and the hygiene room. Mobile hoists are also available for use in other areas as required and the school has two minibuses equipped with wheelchair access and security fittings.

All staff have experience of working with students with special educational needs and have access to a broad range of continuing professional development opportunities according to their roles and responsibilities. This enables curricular and extended learning opportunities to be successfully adapted to meet a diverse range of needs and to ensure that participation rates across the school are very high.

1C Views of those consulted during the development of the plan

The views of a number of stakeholders have contributed to the preparation of this Accessibility Plan. To date this has included school staff at all levels of the organisation, governors and colleagues from the PCT. 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.

2. MAIN PRIORITIES OF THE ACCESSIBILITY PLAN

2A Curriculum Provision

Increase the extent to which disabled students can participate fully in the shared activities of the school curriculum

To develop a school-wide approach that targets sensory processing difficulties in young people with Autistic Spectrum Conditions using sensory integration principles.

2B Premises and Environment

Further improve the quality of physical access and egress across the site

Develop the range of outdoor facilities accessible to physically-impaired users

2C 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, whether on our existing, or any future site.

3A Management, coordination and implementation

The School's Accessibility Plan will be presented to the Governing Body for approval along with the school's Disability Equality Scheme, attached as a document. The Headteacher and members of the Senior Leadership Team will review both documents according to the schedule set out in School Policy B1- Policy on Policies. The Plan will be revised as necessary during its lifetime and all actions from the Accessibility Plan will form part of the overall School Improvement Plan.

The lead responsibility for the implementation of the plan will be the Deputy Headteacher supported by other members of the Senior Management Team, according to their roles and responsibilities.

Details of objectives, actions, intended outcomes and resources required are to be found in the detailed plan attached to this document.

3b Making the plan available

The School's Accessibility Plan, along with the Disability Equality Scheme attached to this document as an appendix, will be available on the School [Managed Learning Environment \(Fronter\)](#) in both governor and staff rooms, where subsequent reviews and evaluations will also be posted.

Hard copies of the document will be kept in the school office and will be available to other members of the school community and to the public on request.

IK; January 2013.

Appendix 1; Accessibility Plan 2013-2015

Target	Specific Tasks	Staff	Date	Impact on Students' Learning	ECM Link	Budget
Increase the extent to which disabled students can participate fully in the shared activities of the school curriculum	Review allocation of accessible desks according to curriculum needs of wheelchair users	IK/TE	Summer 2013	All disabled students are able to fully engage in shared learning activity across the wider curriculum areas of the school	H	£500 (E19THPY)
	Review curriculum planning for all subjects/ensure max. opportunities for shared learning between students of all physical abilities	Department Leaders Subject Leaders	Autumn 2013		S EA PC	
To develop a school-wide approach that targets sensory processing difficulties in young people with Autistic Spectrum Conditions using sensory integration (SI) principles.	Arrange consultation visit of OT trained in SI to plan further detail	GMA	Autumn 2013	Young people with ASC experience improved interaction with their physical environment and are able to self-direct, actively participate in learning and regulate themselves more efficiently.	H	£250 (E27CON) costs tbc but estimate 2 day p/t employment Eqpt costs tbc
	Decide on staffing strategy inc. potential OT appt and/or training options for existing staff	Governors LW	Spring 2014		S EA PC	
	Identify equipment to be purchased and introduce initial programme to target groups	GMA/ +tbc	Summer 2014			
	Roll-out programme school-wide	GMA/+tbc	2014-2015			
Further improve the quality of physical access and egress across the site	Audit quality of access in consultation with disabled users of school site	IK/TEL	Summer 2013	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.	S	£2000 (E12IMP)
	Prioritise modifications in line with usage and available budget	IK/KB				

Develop the range of outdoor facilities accessible to physically-impaired users	Visit sites of best practice to identify further potential solutions (Prioritise those that could be re-installed at a new site) Locate additional funding sources	TEL	Summer 2013	Students are able to benefit from additional aerobic and therapeutic activity increasing their health and capacity for learning.	H	tbc
		TEL	Autumn 2013		S EA	
Ensure that all staff and governors understand the definition of disability within the Disability Discrimination Act.	Investigate training options available Plan for consultant led training event for staff and governors to enable self-evaluation audit of current practice and plan for further development	LW	Summer 2013	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	H	£500 (E27CON)
		LW/TEL Governors			S EA	
Expand the quality and range of consultation regarding disability access for the wider school community,	Interviews and practical tours with PD students Further consultation as part of planning and design process for potential site development with wider stakeholders	TEL + 1:1 staff	Summer 2013	Ensure that the school is best-placed going forward to meet the needs of all potential users on our existing, but modified site.	All aspects	No additional cost
		IK	2013-2014			

Appendix 2: Disability Equality Scheme



MISSION STATEMENT

At Oak Lodge School, we are committed to ensuring equality of education and opportunity for disabled students, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Oak Lodge, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

PRINCIPLES

- Information will be collected on disability with regards to both students and staff and used to improve the provision of services.
- Student achievement is monitored by disability and trends or patterns in the data acted upon.
- All students at Oak Lodge will be encouraged to participate in school life and will be shown through representation in school events such as assemblies and the Learners Council.
- All bullying and harassment of disabled students and staff will be monitored and information acted on.
- Disability is portrayed positively in schoolbooks, displays and discussions such as circle time and assemblies.
- The school will take part in annual events such as Deaf Awareness week to raise awareness of disability.
- The school environment is as accessible as possible to students, staff and visitors to the school.
- Information is available to parents, visitors, students and staff in formats that are accessible.
- Procedures for the election of parent governors are open to candidates and voters who are disabled.

DEFINITION OF DISABILITY

[The Disability Discrimination Act 2005 \(DDA\)](#) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

THE DUTY

[The Disability Discrimination Act 2005](#) places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled students, staff and those using services provided by schools.

MONITORING

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of students by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

ADDITIONAL IMPLICATIONS FOR SCHOOLS

The role of a school as a service provider:

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers:

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

Election of parent governors

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

MONITORING

Oak Lodge School sets yearly targets through the School Improvement Plan. All targets are focussed on improving provision for the students who by definition have a disability. These targets form our action plan and will be monitored on a termly basis.