



STONE LODGE
SCHOOL

Accessibility Policy

Drafted	9th November 2023
Agreed by LGB	14th November 2023
Date to be reviewed	September 2024

Contents

1. Aims	2
2. Legislation and guidance	3
3. Action plan	4
4. Monitoring arrangements	8
5. Links with other policies	8

1. 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 pupils can participate in the curriculum
- › Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to disabled pupils

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 Values are summed up using the following acronym and a full description is available on our website.

RIDES

- **Respect:** We acknowledge that members of our school community are consistently expected to give due regard to the feelings, wishes, and rights of others. We accept the premise that we should treat others as we would wish to be treated.
- **Integrity:** is the quality of being honest and having strong moral principles. This is an important value within Stone Lodge School
- **Determination:** All stakeholders are expected to show drive and a will to succeed. This is often known as having 'grit'. In the Stone Lodge community, all stakeholders are expected to try their hardest and not easily surrender when a task appears to be too difficult.
- **Equality:** of Opportunity refers to the fact that Stone Lodge is keen to ensure fairness and an absence of discrimination, in the sense that opportunities are available for all students within the school, regardless of any protected characteristics such as race, colour, age, gender, national origin, religion, or mental or physical disabilities.
- **Self-Management:** All our participants are expected to manage their time, resources and behaviours to ensure they reach their potential and add to the common good.
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There are further policies displayed on our website and we follow the Endeavour-Mindset as an integral part of creating an "Inspirational environment"

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

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 the plan.

There are regular termly visits from Specialist Teaching Service for VI and KAB Mobility Officer.

Our 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.

We have included a range of stakeholders in the development of this accessibility plan, including staff within the SEN department, designated Safeguarding leads, Headteacher, IT managers and Premises managers.

2. 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 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 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>To ensure effective learning throughout the teaching day</p> <p>Braille (Perkins Braille) machine is used for Embossing worksheets/donows/etc</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Lesson plans are given to the Brailleists' a week in advance</p>	<p>Class teachers and E Russel and L Jones</p>	<p>Weekly</p>	
	<p>Students in a wheelchair have a "buddy" allocated to them</p> <p>Keyworkers</p> <p>Physiotherapists visits for KC Yr 7</p>					

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps (not required as new school and all level from the outside) • Elevators x 2 in the middle of the building – Students are given a pass that require lift use • Corridor width is just over 6 foot therefore suitable for wheelchair access. • Disabled parking bays are at the front of the school x 6 • Disabled toilets and changing facilities are on every floor with a large wet room with a hoist on 1st floor, East wing room 6011 • All the library shelves are at wheelchair-accessible height, throughout the library 	<p>To allow complete access to the building before, during and after school. To be resourceful and independent</p>				

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none">• Internal signage will soon be Brailled for the lessons relevant to that student• Large print resources are available via Laptop use and increasing the font sizes• Braille/Graph's and Tactile images are provided.• Induction loops are available in the main school. There is also a facility for an induction loop to be installed on desk phones and handset (currently not widely used).• Pictorial or symbolic representations on display• Software packages – Ducksberry s/w for Braille• Laptops with NDFV (Speechware)• Braille Note Touch (iPad) is provided.• Visits from the KAB going through mind maps of the school and the outside areas – crossings etc					
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4. Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary. It will be reviewed by Mrs T Artmann (DSL), Mr G Barnett (Headteacher) and the Local Governing Body.

It will be approved by Mrs Sara Kemsley Chair of the Local Governing Body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy