	Approved By:	CLT	THE LODDON FOUNDATION LTD
	Owned By:	ORG	Accessibility Policy

Accessibility Policy

Introduction

The Loddon School®, an independent company and registered charity, provides education and care for children with autism, severe learning difficulties and challenging behaviour. The Waking Day curriculum provides access, for the children and young people, to the life skills required for their future.

In the criteria for admission to the school sets out that the children should be able bodied and mobile, for very good reasons. Given the nature of our children’s disabilities and their behaviour, less physically able children would be particularly vulnerable, and those with mild and moderate learning difficulties would not be suited to our specialised curriculum, and neither would they have a peer group.

Children who additionally have sensory disabilities (partially sighted or deafness) can and have been admitted to the school.

It could be argued that this statement of policy creates a paradox. As a special school providing specialist provision in the care and education sector for a clearly defined group of children with disabilities, offering a highly specialised and personalised curriculum, the total provision by its very nature denies access to others.


The Loddon Accessibility Plan will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the two years period ahead of the next review date.

The Accessibility Plan

The plan is structured to complement and support the school’s Equality Objectives, and is published on the school website. The Board of Trustees monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and advise upon compliance with that duty.

We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 and with due regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the school in a given time-frame and anticipating the need to make **reasonable adjustments** to accommodate their needs where practicable.

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Curriculum.

The school curriculum is personalised to the individual child, and focuses on their achievement of life skills through learning activities. The Accessibility Plan contains relevant and timely actions to increase access to the curriculum for all students, expanding the curriculum as necessary to ensure that students with a disability are, equally, prepared for life (Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in evening clubs and activities, leisure and cultural activities or school visits. The plan also covers the provision of specialist or auxiliary aids and equipment, which may assist pupils in accessing the curriculum within a reasonable time-frame.

Physical Environment

Our children and young people can be extremely sensitive to aspects of the environment. Where we are able we introduce colour and texture to enrich their school and home life. We ensure that access and egress from the buildings are safe, and that all the rooms on any levels are accessible to the children through direct support as required. We routinely audit our buildings for access and continually seek to update and upgrade to assist the children and young people in independent way-finding, as far as is possible.

The Accessibility Plan will contain relevant and timely actions to improve access to the physical environment of the school, adding specialist facilities as necessary; this covers improvements to the physical environment of the school and also physical aids to access education within a reasonable time-frame.

Written information


The majority of our children and young people have little concept of the written word or numbers and we utilise a combination of the spoken word, sign language (Makaton) and photographs (with the name of the object written above) to develop skills and fulfil their communication needs. Children and young people at the school have access to a library of books and learning resources in addition to computer aided learning.

The Accessibility Plan contains relevant and timely actions to improve the delivery of written information to the students, and also staff, parents and visitors with disabilities; examples might include: communication aids, photos, signs and symbols, handouts, timetables, books and information about the school and school events; the information is made available in various preferred formats within a reasonable time-frame.

The Accessibility Plan relates to the key aspects of: the curriculum, the physical environment and written information.

Whole school training recognises the need to continue raising awareness for staff and Trustees on equality issues with reference to the Equality Act 2010.

[The Accessibility Plan](#) should be read in conjunction with the following school policies, strategies and documents:

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- [Curriculum Policy](#)
- [School Equality Objectives](#)
- [Student Equality Information](#)
- [Staff Training and Development Policy](#)
- [Health & Safety Policy](#)
- [Special Educational Needs Policy](#)
- [Behaviour Management Policy](#)
- School Development Plan
- Asset Management Plan / Suitability Survey
- [Complaints Policy](#)

- The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by and subsequently updated by the school and remains the responsibility of the Board of Trustees. It may not be feasible to undertake all of the works during the life of the prescribed period of this Accessibility Plan and therefore some items will roll forward into following plans. The accessibility audit is completed by the school prior to the end of each period covering this plan in order to inform the development of the next prescribed period of the Accessibility Plan.
- Equality Impact Assessments are undertaken as and when school policies are reviewed. The terms of reference for all Board of Trustees committees includes the due regard for Equality and Diversity issues as required by the Equality Act 2010 and its duties.
- The School's complaints procedure covers the Accessibility Plan.
- The Accessibility Plan will be published on the school website.
- Progress with the Accessibility Plan should be reported upon annually and made available on the school website.
- The Accessibility Plan will be monitored through the Trustee Facilities Committee and by the Chair of Trustees.
- The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved Dr Gill Barrett (Principal) Marion Cornick MBE; Chair of Trustees

Date: 1st July 2017, Reviewed 19th September 2022