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1. Statement of intent

A person is regarded as having a disability under the Equality Act 2010 if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Lokrum Fields is a school for academically able students with autism, anxiety, and related needs. Many of our students therefore have significant needs and are considered disabled under the definition in the Equality Act.

The curriculum, physical environment, and provision of information at Lokrum Fields are specifically designed to cater for students with autism, anxiety and related needs. We recognise that some young people with these needs may also have other disabilities and that our staff and visitors may also be disabled.

We are mindful to the needs of people with other disabilities and will make reasonable adjustments, as necessary. An adjustment will not ordinarily be considered reasonable if it is expected to have a material detrimental impact on our existing cohort of disabled students.

It is our intention that, to the fullest reasonable extent, Lokrum Fields will be accessible to all students who meet our admissions criteria and to any staff and visitors, regardless of any disability.

Funding is routinely allocated at Lokrum Fields for resources and support in relation to autism, anxiety, and related needs. Reasonable adjustments in relation to other disabilities will be funded via a student's Education, Health and Care Plan or, where appropriate, by Lokrum Fields.

The effectiveness of our provision is continuously monitored by the Governing Body. The need to ensure accessibility is a key consideration when any building work is discussed by the Governing Body.

This is a working document which is updated as necessary. Requests for reasonable adjustments can be made to the Office Manager at any time.

2. About our policies

- 1.1. Prior to Lokrum Fields receiving its registration number from the Department for Education, nothing in our policies is intended to imply that Lokrum Fields is operating as a school or claiming to be a school. Any use of the word “school” should be interpreted to include any operation of Lokrum Fields in the pre-registration phase. For clarity, Lokrum Fields will not engage in any regulated activity prior to receipt of its DfE registration number.
- 1.2. Our policies have been developed to comply with all relevant legislation and associated guidance. Policies will be updated periodically as necessary.
- 1.3. Our policies are inter-related and are intended to be read, understood and used collectively.
- 1.4. All staff and governors are expected to be familiar with and abide by our policies.
- 1.5. The Office Manager is responsible for ensuring volunteers and visitors are familiar with any policies which are relevant to their involvement and for taking reasonable steps to ensure compliance.
- 1.6. The Headteacher is responsible for ensuring policies are implemented fairly, effectively, and consistently.
- 1.7. The Headteacher is responsible for identifying any training needs in relation to our policies. The Office Manager is responsible for arranging the required training. All staff are expected to engage in continuous learning and ongoing training appropriate to their roles.
- 1.8. The effectiveness of our policies and their implementation is monitored by the Governing Body. Unless otherwise stated, the Governing Body reviews each policy annually.
- 1.9. The Governing Body for Lokrum Fields is provided by Governing for Ambition, an independent community interest company. The Governing Body uses its expertise to monitor the performance of Lokrum Fields and to advise the Proprietor of any recommended actions. Responsibilities assigned to the Governing Body are limited to these advisory and accountability functions.

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- 1.10. Lokrum Fields is owned by Wider Ambition Ltd, a subsidiary of Wider Plan Ltd.
References to the Proprietor mean a Director of Lokrum Fields or a senior representative from Wider Plan with delegated authority.
- 1.11. The Lokrum Fields Senior Leadership Team (SLT) includes the Headteacher, Proprietor, and any member of staff to whom responsibility is temporarily delegated by the Headteacher or Proprietor.
- 1.12. All references to parents within our policies should be interpreted to include parent carers.

Accessibility Plan

3. Accessibility of our curriculum

Objective	Action	Timescale	Responsibility	Success criteria	Review
All students and staff will have access to information technology appropriate to their individual needs	<p>Each student be provided with a computer or tablet</p> <p>Appropriate software will be provided</p> <p>Students will be helped to select appropriate accessibility settings on their computer / tablet</p> <p>Appropriate peripheral hardware will be provided</p> <p>Staff will routinely use technology to support the delivery of the curriculum</p>	Ongoing	Headteacher	All age groups will routinely use technology without hindrance or frustration	Termly
Each student's SEND provision will be implemented effectively	Staff will have a good understanding of each student's SEND provision	Ongoing	Headteacher Parents	All staff can clearly discuss the needs of every student	Ambition Pathways are reviewed by staff on an ongoing basis and in termly

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<p>and consistently</p>	<p>through regular staff meetings, interaction with therapists, effective information handover procedures and acting on feedback from parents and students</p> <p>Ambition Pathways will be in place and regularly reviewed for each student</p> <p>Any matters arising which cause anxiety or otherwise present an obstacle to students will be addressed promptly</p> <p>Any support which has been agreed for a student will be implemented reliably</p>			<p>and apply this knowledge at all times</p> <p>Students make good progress and feel able to attend school</p> <p>Student and parent feedback is positive</p>	<p>meetings with parents</p> <p>Each student's SEND provision is reviewed annually in line with EHCP Annual Reviews</p> <p>Students and parents are full participants in Annual Reviews and in any changes to an Ambition Pathway</p>
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<p>Students' identified areas of need are reflected in lesson planning and delivery</p>	<p>Staff receive regular training and updated resources with assistance from an on-site therapy team</p> <p>Curriculum planning meetings</p> <p>Provision of resources to support learning</p>	<p>Ongoing</p>	<p>Headteacher</p>	<p>Students are able to fully access learning appropriate to their needs in every lesson</p> <p>Students make good progress and feel able to attend school and engage in all lessons</p>	<p>Termly</p>
<p>All students will be able to participate in off-site activities</p>	<p>Activities and location to be disability friendly – this will be checked through an initial visit by staff</p> <p>All aspects of the trip will be carefully planned and communicated as necessary to students and parents in advance to minimise anxiety and allow their input</p> <p>Make appropriate transport</p>	<p>Ongoing</p>	<p>Headteacher</p> <p>Educational Visits Coordinator</p>	<p>All students able to participate in school activities & trips</p>	<p>Termly</p>

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	<p>arrangements</p> <p>The staffing ratio will be planned in order to meet the needs of all students</p>				
<p>All students will be able to take part in appropriate physical exercise</p>	<p>PE will include varied activities and make use of external facilities such as a disability friendly swimming pool to ensure all students can participate</p> <p>The timing of PE lessons and any requirement for students to change their clothing will be planned in light of students' needs</p> <p>The staffing ratio will be planned in order to meet the needs of all students</p>	<p>Ongoing</p>	<p>Headteacher</p>	<p>All students able to participate in PE</p>	<p>Termly</p>

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4. Accessibility of our physical environment

Objective	Action	Timing	Responsibility	Success criteria	Review date
<p>People with diverse needs will be able to access all unique facilities in the school buildings</p>	<p>Corridor widths, door openings and furniture configuration are planned to enable wheelchair access to all unique facilities, which will be situated on the ground floor</p> <p>An accessible toilet is available</p> <p>Sensory areas are available to ease transitions between rooms</p> <p>Lighting, furniture and decor are planned to retain a home-from-home feel and minimise anxiety</p>	<p>Ongoing</p>	<p>Headteacher</p> <p>Office Manager</p>	<p>Students, staff and visitors are able to access all unique facilities as appropriate</p>	<p>Termly</p>

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	Changes to the physical environment are planned in conjunction with students and communicated carefully				
Classrooms are organised in a way which meets the needs of any disabled students	<p>Plan classroom layout in accordance with student needs</p> <p>Plan any changes carefully and communicate changes to students in advance where possible</p> <p>Provide a variety of options for seating and workspaces, including options for students to work outside or in other internal areas where needed</p> <p>Make appropriate resources available in the classroom and</p>	Ongoing	<p>Headteacher</p> <p>Office Manager</p>	Students feel fully included and able to access all activities	Termly

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	ensure they are available and accessible to disabled students at the point of need				
Outdoor space and facilities will be accessible to staff and students with diverse needs	<p>Pathways will be maintained to provide wheelchair-friendly access to outdoor space</p> <p>Outdoor activities will take place in a location which is accessible to all relevant students</p>	Ongoing	Office Manager	All students and staff can access all activities and resources on offer	Termly
Accessible changing facilities will be available	An accessible shower room is planned to be in place prior to student admissions	September 2020	Office Manager	All students have appropriate access to showers and changing facilities	September 2020

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5. Accessibility of information

Objective	Action	Timing	Responsibility	Success criteria	Review date
All students, parents, staff and visitors will be able to access information and reasonable adjustments will be made in relation to any disability	<p>Most information will be available in electronic format (eg email or text message) so that users can take advantage of changing the font size or colour and using screen readers</p> <p>Students will ordinarily be permitted to use their school laptop / notebook at home and information for parents can be available on this where parents lack access to technology</p> <p>Information will be available in hard copy where appropriate, including whenever a user has a disability which means that they cannot access technology</p>	Ongoing	Headteacher Office Manager	<p>All people will be able to access information effectively</p> <p>Feedback from students and parents</p>	Termly

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	<p>Plain English will be used wherever practical</p> <p>Strategies such as information chunking and written reinforcement of verbal and visual information will be used as necessary</p> <p>Staff will communicate information verbally where the written word is inaccessible</p> <p>Where information is potentially complex or in large quantities, for example at Annual EHCP Reviews, it will be provided in advance to ensure users can access it effectively</p> <p>Users will be given sufficient time to access and respond to information</p>				
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