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## 1.0      INTRODUCTION

Lamledge School is an Independent School for students aged between 5 years and 19 years, experiencing social, emotional and mental health difficulties. The school is registered for up to 105 young people.

At Lamledge School we are committed to giving all of our students the opportunity to achieve their very best. Therefore we provide an environment which takes into account the needs of all individuals regardless of their educational, physical, and emotional needs.

**Purpose of Plan**

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all students/students with a disability can take full advantage of their education and associated opportunities.

**Definition of disability**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

**Key Aims**

To increase and eventually ensure for students/students with a disability that they have:
- total access to our setting's environment, curriculum and information
- full participation in the school community.

**Key Principles**

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled students less favourably
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an accessibility plan
- In performing their duties our school governors have regard to the Equality Act 2010
- Our Setting recognises and values the young person's knowledge and parent/carer's knowledge of their child's disability
- recognises the effect their disability has on his/her ability to carry out activities,

- respects the parents' and child's right to confidentiality
- The setting provides all students with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

## 2.0    KEY AIMS AND PRINCIPLES

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## 3.0    INCREASING ACCESS FOR  STUDENTS  with SEND TO THE SCHOOL CURRICULUM

*This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.*

- Individual Learning Plans are written for every student within our setting, these identify areas of need and establish interventions to support students. These plans are written with contributions from the parents and children and 6 monthly as a minimum
- Staff liaise closely with outside services and agencies, incorporating suggested strategies into Individual Learning Plans. Where appropriate staff also consult with the internal clinical team and Educational Phycologist.
- Tasks are differentiated and differentiated curriculums are established for students who are unable to access the age related curriculum, this includes differentiated learning and intervention to close learning gaps.
- A range of teaching methods and styles are adopted by staff to facilitate assess to all students.
- A PACE approach has been embedded in all aspects of school life, ensuring that staff are sensitive to the needs of students.
- Risk assessment and high levels of supervision support vulnerable students.

- SMSC links are used to create a culture of understanding and acceptance across the school. This is done via Assemblies, PSHCE teaching and the school supporting charity events and having their own charity initiatives.
- Members of staff receive up-to- date training on current SEN Issues via the school SENCo, and where appropriate external specialists. Training also supports the development of positive teaching practice to support a range of SEND and intervention to support students with additional needs.
- A variety of clubs are available to all students, these can be accessed by all students dependent on the age ranges.
- Detailed risk assessments are completed for students to ensure that they are able to accompany their class on school trips.
- Learning, behavioural and emotional interventions are in place to enable learners to make rapid progress and close gaps in their knowledge base, these include ARROW, Catch Up Literacy and Numeracy, Talk About and Resilient Kids.

## 4.0    IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL

- The school building is accessible for all students with physical difficulties.
- Students are provided with resources according to their specific needs: For example sensory integration objects for those with proprioceptive needs. The outside areas are accessible to wheelchair users.
- All rooms in the building are accessible to wheelchair users.
- There is disabled parking at the front of the building.
- A disabled toilets are available on every corridor.
- Displays in the school celebrate student achievement.
- Communal places are 'clutter free' to facilitate easy movement.

## 5.0    IMPROVING THE DELIVERY OF WRITTEN INFORMATION  STUDENTS with SEND

- Visual timetables are available for students who require them, these are written by the student and their tutor so that they are highly personalised to the students needs.
- Resources are clearly and simply labelled across the school.
- The school website is easy to navigate, and includes a Student and Parent zone
- According to their needs, students may use filters, coloured paper or large print enabling them to access information more easily.
- Access arrangements are assessed for during year 9 so that additional provision can be identified for GCSE years if it has not already been done so.
- During induction detailed Literacy and numeracy assessment is undergone to highlight the required level of any students learning and the support they require to achieve their best.
- Every students has daily Home/School contact which allow easy communication between tutor and parent.

**APPENDIX 1 - ACCESSIBILITY PLAN**

| Parent and Student Voice | | | | |
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| Accessibility Outcome | Action to ensure Outcome | Who is responsible? | Long, medium or short-term | Notes |
| Increased effectiveness and inclusivity of the **Student Council**, ensuring it reflects the principles of the **Rights Respecting School Award** and represents the voice of all students, including those with SEMH and communication needs. | Review the current Student Council structure, representation, and accessibility for students with varying needs.<br><br>Provide adapted communication methods (visual aids, symbols, Makaton, simplified language) to ensure equal participation.<br><br>Link council meetings to Rights Respecting School Award principles and promote awareness school-wide.<br><br>Gather feedback from students on the accessibility of meetings and decision-making processes. | Senior Leadership Team (SLT), Student Council Lead, SENCO, SALT. | Medium Term | |

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| Development of the role of the **Family Liaison Officer** to strengthen the bridge between home and school, ensuring families feel informed, supported, and empowered to participate in their child's learning journey | Review the current Family Liaison role and identify additional training or resources needed (e.g., SEMH strategies, communication support tools).<br><br>Increase visibility of the role through events, newsletters, and drop-in sessions.<br><br>Create a system for regular family feedback on support and accessibility.<br><br>Develop targeted outreach for harder-to-reach families. | Family Liaison Officer, SENCO, Headteacher, DSL | Medium Term | |

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| Provision of Information | | | | |
|---|---|---|---|---|
| Accessibility Outcome | Action to ensure Outcome | Who is responsible? | Long, medium or short-term | Notes |
| Parents and carers are kept up to date with school information in a timely and accessible way through **social media platforms**. | Establish a clear protocol for how social media is used to share school information (frequency, tone, safeguarding guidelines). <br><br> Provide updates in accessible formats (e.g., images, simple language, short video messages). <br><br> Use social media to promote school events, celebrate student success, and share reminders. <br><br> Encourage parents and carers to give feedback on accessibility and usefulness of social media content. | School Business Manager, Headteacher, Assistant Headteacher for PD | Short Term | |

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| The school website is regularly updated and reviewed to ensure accessibility, accuracy, and relevance — including development of a **student and parent/carer handbook** and sharing of recent updates. | Audit current website content for accessibility (readability, plain English, use of images/symbols, screen-reader compatibility).<br><br>Develop and refine a digital version of the student and parent/carer handbook with clear guidance on routines, expectations, and support services.<br><br>Publish key school policies, newsletters, and updates promptly.<br><br>Establish a review cycle to ensure information is current and reflects school developments. | Whole staff team | Medium Term | |

Insuring Inclusion in the school community

| Accessibility Outcome | Action to ensure Outcome | Who is responsible? | Long, medium or short-term | Notes |
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| All pupils, regardless of need, feel represented and included in **whole-school activities, celebrations, and clubs** | Audit all extra-curricular clubs, trips, and celebrations to ensure accessibility for students with SEMH and communication needs.<br><br>Provide adapted resources, adult support, and flexible approaches to maximise participation.<br>Create opportunities for children to showcase achievements in assemblies and school displays.<br><br>Gather pupil voice on inclusion in wider school life | Whole School Team | Medium Term | |
| Increased sense of **belonging and peer acceptance** for pupils with | On-going review and development of structured play opportunities | Whole Staff Team | Short Term | |

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| SEMH and communication needs within classroom and playground contexts. | Continue to provide on-going staff training on promoting positive peer interactions and restorative approaches.<br><br>Use of PSHE lessons to promote understanding of difference, diversity, and inclusion.<br><br>Regularly review social time provision and resources | | | |

| Access to the physical environment | | | | |
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| Accessibility Outcome | Action to ensure Outcome | Who is responsible? | Long, medium or short-term | Notes |

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| Students are supported in their regulation, access to the school sensory environment and readiness to learn through the **implementation of sensory circuits**, using visual and tactile objects to aid access to school. | Identify suitable spaces for daily sensory circuits that are safe and accessible.<br><br>Provide visual prompts, tactile objects, and structured routines to support students' participation.<br>Train staff in delivering sensory circuits consistently and safely.<br><br>Monitor student engagement and the impact on regulation, transitions, and classroom access. | SENCO, Occupational Therapist (where involved), Class Teachers, Support Staff. | Short Term | |
| The **sensory environment of the school dining room** is reviewed and adapted to ensure all students can access mealtimes with reduced stress and increased inclusion. | Introduce adaptations such as noise-reducing strategies, structured routines, clear signage, and access to calm zones.<br><br>Provide staff training on supporting SEMH and communication needs during mealtimes.<br><br>Collect feedback from pupils and parents on dining experience and make adjustments accordingly. | SLT, SENCO, Business Manager , Catering Team | Short Term | |

| Access to Curriculum | | | | |
| --- | --- | --- | --- | --- |
| Accessibility Outcome | Action to ensure Outcome | Who is responsible? | Long, medium or short-term | Notes |
| The Development of Aa dedicated **Reading Team** delivers bespoke interventions to improve literacy, ensuring students at both primary and secondary stages can access the curriculum and develop confidence in reading, in addition to the classroom offer. | Review of current reading strategy with specific focus on support for Secondary Students, with thought of their age, aptitude and interest.<br><br>Additional strengthening of reading team via additional staffing and training to both increase size of provision and further develop methods of support. | Middle Leader for Reader, Teacher of Reading, SENCO, SLT | Long Term | |
| The school curriculum is **broadened and adapted** to reflect individual starting points, strengths, and interests, ensuring meaningful engagement for all learners. | Review current curriculum pathways to ensure they are flexible and personalised.<br><br>Develop additional vocational, creative, and experiential opportunities, aligned to students' aspirations and engagement profiles.<br><br>Incorporate therapeutic and life-skills-based learning for students with higher SEMH or communication needs. | Whole School Team | Long Term | |

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| | Embed pupil voice in curriculum design to ensure relevance and motivation. | | | |

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