



Access Plan

2014 - 2019

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governors of LVS Oxford have three key duties towards disabled learners, under Part 4 of the DDA:

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

LVS Oxford is a school for young people with a diagnosis of autism. Most learners have an EHCP. LVS Oxford is a specialist autism provision and the environment is already designed to meet the needs of young people with ASD. We are committed to ensure that we look for ways to further improve and enhance the service we offer.

This plan sets out the proposals of the governors and senior staff at the school to continue to improve access to education for disabled learners in the three areas required by the planning duties in the DDA:

- ❑ Ensuring that the delivery of the curriculum enables all learners to access curriculum information, receive the support they need and record their understanding in a way which enables them to achieve;
- ❑ Further increasing the extent to which all learners can participate in all aspects of the life of the school, including extra-curricular activities;
- ❑ Further improving the environment of the school to increase the extent to which all learners can take advantage of education and associated services;

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



Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'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.'

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

At LVS Oxford we are committed to giving all of our young people every opportunity to achieve the highest of standards. We do this by taking account of learners' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all young people. The achievements, attitudes and well-being of all our young people matter. LVS Oxford promotes the individuality of all our learners, irrespective of ethnicity, attainment, religion, age, disability, gender or background or sexual orientation.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual learners, or groups of learners. This means that equality of opportunity must be a reality for our young people:

- ❑ girls and boys;
- ❑ minority ethnic and faith groups;
- ❑ young people who need support to learn English as an additional language;
- ❑ gifted and talented young people;
- ❑ young people who are vulnerable;
- ❑ young people with additional medical needs
- ❑ young people with other co-morbid conditions as well as autism

Information about learners

We are currently in receipt of applications from the parents or local authorities of young people with a range of backgrounds, needs and abilities, the primary diagnosis is autism.

We liaise with parents and professionals involved with the young people to ensure we provide the right environment, educational opportunities and care for their needs.

Views of those consulted during the development of the plan

We regularly consult with professionals outside the school and the information we receive enables us to plan programmes of learning which best meet our learners' needs, with the intention of enabling them to succeed and flourish.

The main priorities in the school's plan

We take advice on support needed for our learners and work to ensure they have the support necessary to fully include them in the life of the school, including access to therapeutic input from therapists onsite or by liaising with external agencies.

Our priorities for this 5 year plan are the environment, the school curriculum and access to a range of extra-curricular activities for all learners.



The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The Headteacher has an overview of the needs of all learners.
- There are high expectations.
- The environment is conducive to the successful integration of all learners as we start.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools and colleges, including a local mainstream school.
- All learners have access to extra-curricular activities.



Access Plan: June 2014 – June 2019

	ACCESS TO THE CURRICULUM	Action	People /Resources	Timescale	Success Criteria	Monitoring
1	Students will benefit from having an interactive whiteboard in the classroom: this utilises technology they are familiar with and are motivated by and promotes interaction with the teacher and other students, supporting social skills as well as engaging students in learning	Install interactive whiteboards in all three key stage classroom areas: one for each key stage group	AM/SS	Completed	Interactive whiteboard in each of the 3 key stage areas	LA-B
2	Some students joining LVS Oxford in September 2014 have been out of the education system for some time, or attending part-time hubs. They will need support in order to re-engage with full-time education and get back on track academically.	Provide students who have been out of school with a transition plan including part-time initial phase if recommended; provide transport home via school minibus at lunchtimes on part-time days: this becomes part of our transition package that we are able to offer local authorities	LA-B	Completed	Students will settle and engage with their learning	SS
3	Many students will have sensory needs because of their autism which present a barrier to learning; staff will need advice in order to support students to manage these sensory needs in the classroom	OT advice to be sought; sensory 'diets' to be put in place where necessary; teachers and support staff to ensure that, as far as possible, students begin to self-manage their sensory needs and engage in learning	Teaching and support staff	Completed	Students will have a sensory diet, equipment and strategies for managing sensory needs and will utilise these in order to engage in education	LA-B



4	Many students will have social communication needs or other communication difficulties such as poor receptive language skills which present a barrier to learning; staff will need advice in order to support students to manage these needs	SaLT advice to be sought; social skills communication groups to be put in place in each key stage group; teachers and support staff to ensure that, as far as possible, students are supported to engage in these groups; SaLT to advise teachers and support staff on delivery of curriculum for students with receptive language difficulties	Teaching and support staff	Completed	Students will have access to social skills and communication groups in order to improve their skills, understanding and engagement	LA-B
5	Students may benefit from supported access to other learning environments and mainstream peers from time to time, for example in a college setting, in order to prepare them for the 'real world'	The curriculum to include elements for post 14 and post 16 students which will be accessed via two OXFORD CFE's (City of Oxford College and Abingdon & Witney College); links to be forged with a mainstream school partner for students under 16	LA-B/ teaching and support staff	Completed	Students will have access to other learning environments; students will succeed in accessing these environments with support and will achieve accreditation in the courses they take	LA-B



	ACCESS TO THE ENVIRONMENT	Action	People /Resources	Timescale	Success Criteria	Monitoring
6	Some students with OCD or mental health needs may need support in order to safely access the outdoor environment on our site, which borders a main road and has a brook/pond along one side	Complete risk assessments; assess each student's needs fully before they arrive and ensure that risk assessments are in place (eg. students with PICA/students with self injurious behaviours prior to attending LVS Oxford); ensure that staff are on duty outside at break and lunch times; ensure that all students are educated about the site and understand where they may and may not go	All staff	Completed	All students access the outdoor site wisely and safely and are able to enjoy the peaceful setting that it offers	LA-B
7	Some students with OCD or other sensory needs relating to their autism may need support in order to successfully access certain parts of the building (eg. lunch time in the dining room, common room areas in the houses, shared toilet or washing facilities)	Assess each student's needs fully before they arrive and ensure that each learner's plan includes strategies to support them to fully access the building; put measures in place to remove barriers to learning (eg. acoustic panels in dining room, allocating toilets to specific students)	LA-B/SS	Completed	Students all successfully access the range of facilities in the building	LA-BSS
8	Some residential students, when highly anxious or in crisis, may attempt to climb out of ground floor bedroom windows during the night; waking night staff may be unaware as movement sensors are in the corridors	Complete risk assessment; install window restrictors on all ground floor bedroom windows; educate students about requesting support from staff when they are anxious	AP	Completed	Window restrictors fitted to all ground floor bedroom windows	



9	Some students may need a 'quiet or 'calm' room or space to go to during the school day or when in the residential setting	Ensure that there is more than one safe quiet area for students to go to if they need to withdraw for a period of time; ensure discussion takes place with students after they arrive, so that potential areas can be identified with their input	LA-B	Completed	Quiet spaces available for students to access whenever they need to	SS
	ACCESS TO EXTRA CURRICULAR ACTIVITIES	Action	People /Resources	Timescale	Success Criteria	Monitoring
10	Because the school is new, the grounds await outdoor play equipment; play equipment designed to offer students the opportunity to self-manage proprioceptive needs and alleviate anxiety would be beneficial; students would be able to access this equipment outside school hours from the residential setting	Order items of outdoor play equipment which are fun to use and also support sensory self-management, eg. swing, trampoline, climbing apparatus	LA-B/SS	Trim trail in place to be added to in stages 2019	Students enjoy accessing these facilities as they arrive	LA-B
11	Students need access to some extra-curricular activities off-site, either in order to enable access to the community or because these activities can't be provided on-site but would benefit our autistic students (eg. horse riding, bowling, scouts/guides, NAS youth club, cafes)	List of providers to be compiled; risk assessments to be completed and relationships developed with these providers to ensure a positive working relationship; a schedule of activities on offer to be completed ready for September and increasing as our numbers increase	LA-B/SP-T	Completed	Students are able to access a range of off-site activities and as a result improve their social and communication skills and have fun doing so	SS
12	Residential students may benefit from tutors offering training in certain extra-curricular activities visiting the site (eg. tai chi, DJ-ing); they will be in their own territory, yet meeting a new person and learning a new skill	List of possible activities and local tutors to be compiled and offered to students once they arrive; students to make choices and one tutor at a time to be employed for a fixed term contract of six weeks on a trial basis	LA-B/SP-T	Completed	Students learn enjoyable and valuable new skills, meet new people and have fun at the same time	SS



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LVS Oxford