

Potterspury Lodge School

Accessibility Plan

Policy version control

Policy type	Cambian Potterspury Lodge School
Author	J Amps
Release date	October 2025
Revision date	October 2026

Potterspury Lodge School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Version: 2

Cambian Group 2015 ®

Approved by: Mark Bond

Last Review Date: Dec 2025

Policy: OFSCH 04 - Accessibility and Disability Discrimination

Reviewed by: Mr A Sutherland

Potterspury Lodge School
Accessibility Plan

Legal Status:

- Special Educational Needs and Disability Act (SENDA)
- Equality Act (2010) and The Public Sector Equality Duty

Our school Strategy:

- Our school strategy is to address and comply with the requirements of the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act (SENDA), as amended.

Applies to:

- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

Availability:

- This policy is made available to parents, carers, staff and pupils from the school office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head Teacher.
- The Proprietors undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Mr J Amps
Head Teacher
Date: October 2025



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Target	Tasks	Timescale	Related Policies	Finance	Responsibility	Monitoring	Success Criteria
ACCESS TO ICT Ensure access to computer technology appropriate for pupils with disabilities including auxiliary aids or communication devices where needed and equipment designed to engage students in extracurricular activities.	<ul style="list-style-type: none"> School staff to update on available technology on a termly basis. ICT Teacher and line manager to be involved in the Middle Leader Group and improving ICT across site and school. Attend SLT meetings where necessary. Lead on School ICT based CPD.	As required	School Equality & Diversity Framework Curriculum policy	ICT designated budget (further funds available as this is a key priority area)	Head of Education	Head Teacher	Access to appropriate computer technology will be improved for all disabled pupils where needs are identified. Students demonstrate improved engagement in education and outcomes. Increased attendance and engagement in extracurricular ICT based activities.

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ACCESS TO CURRICULUM Reflect on and identify areas of need in lesson planning and delivery to improve provision for specific students	<ul style="list-style-type: none"> ▪ Incorporate protected characteristic awareness into all planning of lessons including extra support, 1-1 teaching, extended times and home-based learning where required. ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school ▪ Purchase of resources to increase student participation where needed ▪ Regular meetings between teachers and the Head of Education to ensure curriculum is appropriate and relevant. ▪ Subject policy in place for each curriculum area. ▪ Curriculum Intention Plans to reflect current access and progress and identify next step actions. ▪ Further embed working practices with the Wellbeing Team to ensure appropriate guidance ▪ ASD friendly environment – environment audits to be completed by the Wellbeing Team and Education staff ▪ Curriculum tailored to the needs of pupils through Student Development Plans and termly check ins. 	September 2025 – July 2026	Equality & Diversity Inclusion Curriculum policy Individual Subject Policies Remote Learning Policy	Learning and Development budget. Education budget. Pupil Premium Budget	All teaching staff. SLT	Head of Education	Improved access to curriculum for all pupils including those who are, or pupils who may fall pregnant or engage with gender identification change.
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INVOLVEMENT IN THE SCHOOL Prioritise student participation in school activities. Ensure all students are aware of diverse groups, by educating pupils we can eliminate discrimination and other prohibited conduct Raise awareness of disability through the curriculum	<ul style="list-style-type: none"> Promote student awareness of the rights of the child, especially Article 23: Children should have special care & support if they need it. Ensure student activities are accessible to all including workshop, outdoor activities and PE areas being renovated Update behaviour/anti bullying policy and make students aware of changes and remodel rewards. Set timetabled sessions for PDL/LSA staff and tutors and have these monitored by PDL lead and Head of education. Assemblies, celebration days and theme weeks focused on disability. 	By September 2026 By September 2026	Citizenship & PSHE Participation & Involvement framework. School risk assessments. Anti bullying. Behaviour Policy/ pupil version	N/A.	Head of Education Staff Care staff/ Clinical	Head Teacher	Increased participation in school life for students with disabilities. Inclusion in all school related activities eg assisting with childcare for maternity based students. PDL audit demonstrates improved impact of new model. Pupils attend assemblies, and can articulate the theme of the week. Pupils are aware of the
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<p>Ensure the quality of therapeutic services continues to improve, thus improving student's involvement in school.</p>	<ul style="list-style-type: none"> Charitable events are already in place, where pupils take ownership of events to promote equality. Clinical Wellbeing Team on site working cohesively with Edu and Care Teams. Further embed therapies into the curriculum through increasing universal, targeted and specialist provision. Dedicated intervention time attributed to timetables and the remodelling of the sensory room and availability of zones of regulation and sensory boxes in classes. 						<p>theme, and can discuss and debate issues surrounding these with adults and peers.</p> <p>Assessment used to enhance accessibility of provision for pupils.</p> <p>Teacher adapt and differentiate learning activities in collaboration with therapists.</p>
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SCHOOL POLICIES	<ul style="list-style-type: none"> To update all school policies to run in line with the 2010 Equality Act and to consider all protected characteristics. To ensure all students are free from Direct, Indirect discrimination, Harassment and Victimisation. 	Ongoing	All Policies.	n/a.	Head Teacher	Regional Lead	Access to all aspects of school life for all students.
SCHOOL BUILDINGS	<ul style="list-style-type: none"> Accessibility & clarity of signs around school. Clear identification of room functions. Clear pathways without obstruction Weekly educational walk around Environmental audits 	Ongoing - when required	Inclusion Risk assessments	Applicable budgets	Head of Education Senior Teacher Clinical & Wellbeing Team All staff	Head Teacher	Access to school buildings and site improved including toilet, computer and learning facilities.

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CLASSROOMS	<ul style="list-style-type: none"> ▪ Plan classrooms in accordance with pupil need.- lift if required ▪ Organise resources within classrooms to reflect student need. ▪ Incorporate accessibility into any proposed structural alternatives. ▪ Provide quiet areas within the school. ▪ Look at accessibility in all areas of school life including Workshop facilities/PE arrangements and qualifications. Weekly educational walk around. Environmental audits. 	Ongoing (By May 2023)	Teaching and learning policy Individual subject policies.	Education budget as needed.	Head of Education	Head Teacher	<p>Appropriate use of resources for diverse needs of pupils with disabilities.</p> <p>Comic strip conversations, Social Stories and visual guides prepare students for changes.</p> <p>Appropriate classroom displays designed to support students learning needs balanced with their therapeutic needs.</p> <p>All learning areas have improved accessibility.</p> <p>Students accessing and using quiet spaces around the school.</p>
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BULLETINS & DOCUMENTS	<ul style="list-style-type: none"> ▪ Letters in first language. ▪ Large print & audio when required. ▪ Social Media/website ▪ E-mail. 	Ongoing.		As required – Education budget	Head of Education. SEND/PD Administrator.	Head Teacher.	Information to pupils with disabilities and parents / carers will be improved.
Availability of newsletters and school documents in alternative formats to be sent to all pupils in the company to be more aware of school life when required.							

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