



Accessibility Plan

Ludlow Education Centre

Adopted:	March 2018
Reviewed:	November 2024
Next Review:	November 2025
Governing Committee:	12 March 2018
Responsibility:	Lisa Bloomer

Aims and Objectives

Ludlow Education Centre

Our aims are to:

- Increase access to the curriculum for students with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to students

The table below sets out how the school will achieve these aims.

Aims	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Impact
Increase access to the curriculum for students with a disability	Structured personalised literacy and numeracy programme Differentiated lessons. One to one support sessions with teacher, subject specialists and support staff. Short manageable and achievable sections to lessons	To continue to provide a healthy environment that enables full curriculum access, which values and includes all students regardless of their education, physical, sensory, social, spiritual and emotional needs.	Continue to provide broad and balanced curriculum	Centre managers and subject leads	Ongoing	Students access a broad and balanced curriculum. Students achieve their potential. Students, who are able leave with a range of external accredited qualifications.

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Increase access to the curriculum for students with a disability	<p>Individualised programme</p> <p>Small group setting</p> <p>Build on success through positive interactions and praise from staff.</p> <p>Mentoring sessions to raise self-esteem</p>	<p>To provide a differentiated curriculum to enable all students to feel secure and make progress.</p> <p>To ensure that all staff use Education Healthcare Plan (EHCP)s, with advice sought from outside agencies where appropriate, to allow all students to reach their full potential</p>	<p>Continue to differentiate lessons to allow all students to make progress using baseline and tracking data</p>	<p>Class teachers and support staff.</p>	<p>Review at group review stage</p>	<p>Students will have full access to the curriculum. Students will have the confidence to achieve their full potential.</p>
	<p>Qualified and experienced staff providing individual support and guidance</p> <p>Access to activities which challenge negative view of self</p> <p>Restorative practice approach</p>	<p>To ensure that physical education lessons will be adapted, wherever possible, to allow students with disabilities to participate in lessons</p>	<p>Staff to follow SEND protocols.</p> <p>Continue to plan inclusive lessons and make use of appropriate provision</p>	<p>Centre managers and all teaching staff</p> <p>Health Fitness and Well-being lead/teaching staff /centre manager</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Students placed in appropriate educational settings to meet their needs building students' confidence and self-esteem.</p> <p>All students will have access to full range of sporting activities to suit their physical and mental needs.</p>

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Increase access to the curriculum for students with a disability	Mentoring sessions with Learning Mentor, focussing on CBT skills and managing emotions	To evaluate procedures for the identification and support of students with SEND in place at the school	Clarify storage of SEND info with all teaching and support staff to inform planning	Admin and centre managers	Ongoing	Students identified in timely fashion and EHCPs applied for as appropriate enabling the right provision to be in place as soon as possible
	Access to alternative programmes to include vocational (as appropriate)	To ensure that Teaching Assistants and Learning Mentors are deployed to implement targeted support	Review current support staff competencies and skills	Centre managers and SLT	On referral to TMBSS	Staff use SEND info to effectively inform planning ensuring the needs of the student are fully met
	Bespoke physical education programmes					
	Access to careers advice					
	Support with Exam Access Arrangements/Assessment					
	Access to external support agencies e.g. Shropshire Sensory Impairment Team; Shropshire children's occupational therapy					
	Regular ELSA sessions	To ensure the ELSA trained member of staff has timetabled ELSA sessions with students that will benefit from them	Identify students and timetable ELSA staff appropriately	Centre manager/AC	Ongoing	Students have time and space available to discuss any emotional/mental health concerns Students self worth and self esteem is improved

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Improve and maintain access to the physical environment	<p>All ground floor rooms are wheelchair accessible</p> <p>Sufficient designated parking spaces for disabled users.</p> <p>Disabled toilet facilities available on ground floor</p> <p>Physical environment that is safe and welcoming</p> <p>Clear signage in all areas</p>	<p>To ensure that all students, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises</p>	<p>Monitor use of disabled facilities. Liaise with caretaker of adjoining building</p>	<p>Centre managers and administrators</p>	<p>Ongoing</p>	<p>All visitors to site not disadvantaged by environmental factors</p>
Improve the delivery of written information to students	<p>All key documents available on website and paper copies by request</p> <p>Alternative fonts/sizes used to produce work</p> <p>Resources may be printed in alternative colours /s use colour filters</p> <p>Text provided in accessible segments.</p> <p>Use of technology where appropriate e.g audio books</p>	<p>To ensure that all staff are aware of how to modify materials and there are appropriate materials</p> <p>To ensure all staff are aware of alternatives in technology</p>	<p>Materials modified and continuously monitored</p> <p>Appropriate technology available where appropriate</p>	<p>Individual teachers and support staff</p>	<p>Ongoing</p> <p>During examination series every year</p> <p>Sharing information on induction or as soon as requirements become apparent</p> <p>Ongoing once need is identified</p>	<p>Students access information easily</p>

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Improve the delivery of written information to students	<p>Use of DARTs activities to access written word</p> <p>Physical copies of work shown on board</p> <p>Use of technology to support access</p> <p>Access to reader/scribe/TA support</p> <p>Availability of online learning / alternatives</p>	<p>To ensure that all staff modify/provide materials that are appropriate to the needs of the students.</p> <p>To ensure all staff are aware of alternatives in technology.</p> <p>Staff to complete reader/scribe training for access arrangement purposes</p>	<p>Annual reader/scribe access arrangement course to be arranged</p>	<p>SENDCo Subject teachers Teaching Assistants</p>	<p>Ongoing</p>	<p>Students will be able to access all learning where written information is used.</p>

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Corridor access	All ground floor rooms are wheelchair accessible	Continue to maintain on daily basis	Keep all corridors clear of obstructions. To review site annually and to address concerns from arising from the inspection	LB/AP/KA	Ongoing	All students with disabilities can access the building and all of the curriculum
Entrance	Entrance easily accessible by wheelchair users, ramp and rail leading up to building. Allocated disabled parking spaces.	Liaise with local authority regarding public access to car park	Monitor external maintenance regarding the borders with plants and shrubs.	LB/AP/KA	Ongoing	All visitors, students and staff able to access building
Reception Area	Students, parents/carers and visitors have clear easy access to the administrator's office	Continue to maintain on daily basis	Keep reception area clear of furniture and displays	All Staff	Ongoing	All visitors, students and staff able to access reception, as appropriate

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Toilets	Disabled toilet facilities available on ground floor in attached local authority building	Long term, consideration for disabled toilet facility to be in Ludlow Education Centre Building	Review accessibility of facilities annually and/or when there is a new pupil referral	LB/AP/KA Caretaker of adjoining building	April 2024	All visitors, students and staff able to access toilets, as appropriate
Signage	Clear visual signage throughout building	Maintained on a schedule	Annual site review	LB/AP/KA	Ongoing	Appropriate signage in place and maintained
Fire alarms	Fire alarms tested on a weekly basis and maintained on a schedule	To continue with schedule on maintenance and testing	Review fire escape plan annually	LB/AP/KA	Ongoing	Fire drill completed successfully on a termly basis ensuring safe evacuation if the need arises
Doors	All doors sufficiently wide for wheelchair accessibility	Maintained on a schedule	Review efficiency of door operation after any potential damage	LB/AP/KA	Ongoing	All students able to access lessons

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Emergency escape routes	Emergency escape routes through reception and adjoining building	To continue with schedule on maintenance and testing	Maintain clear access to emergency routes.	LB/AP/KA	Ongoing	Fire drill completed successfully on a termly basis ensuring safe evacuation if the need arises.