

Accessibility plan

2025 - 2026

Approved by: Pip
Burley

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1. Aims

The LAMP Learning accessibility plan fulfils obligations required under the Equality Act 2010. LAMP aims to treat all its students fairly and with respect. This involves providing access and opportunities for all without discrimination of any kind.. LAMP is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The aim of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment at LAMP to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

LAMP is required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Roles & responsibilities

Directors and head of centre are responsible for;

- Ensuring the accessibility plan is accurate and up to date
- Ensuring the action plan is implemented
- Ensuring legislation and guidance are adhered to

Staff are responsible for;

- Understanding their own role in the accessibility plan
- Adhering to the legislation referred to in item 2 above.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person/s responsible	Date to complete actions by	Success criteria
Increase access to the curriculum	Lamp offers all students a differentiated and personalised curriculum	To ensure ongoing review of teaching and learning to ensure all students are progressing	QA of progress, regular contact with staff, support plans, lesson observations	IQA, SLT & teaching staff	ongoing	Progression data Qualification achievement
Increase access to the curriculum	Targets set are appropriate for SEND of students and provision outlined in section F of EHCPs	To use Section E of EHCPs to as a starting point for student targets and progress. To use subject specification for qualification progress	Ensure targets are reviewed regularly and complete learning logs for each session	SLT & teaching staff	ongoing	Annual Reviews, Progress Reviews, Student reports. Qualification achievement
Increase access to the curriculum	Resources tailored to the needs of students who require support to access the curriculum e.g. to reflect normal way of working (NWOW) in examinations	To audit current resources and ensure everything required is in place	Subject staff to suggest resources to increase accessibility. Purchase resources where needed	SLT & teaching staff	ongoing	Resources updated – ongoing evaluation throughout the year. Qualification achievement. JCQ inspection approval

Increase access to the curriculum	Curriculum progress is personalised and checked in all subjects	To ensure every student at LAMP is progressing in line with EHCP and qualification targets	Ensure targets are reviewed regularly and complete learning logs for each session. Staff to raise issues with students with SLT. Additional support put in place	SLT & teaching staff	ongoing	Progress Reviews, Learning logs, outcomes, progression data.
Increase access to the curriculum	The curriculum is reviewed to ensure that it constantly meets the needs of all LAMP students	To ensure all students can access the curriculum, study for the right level of qualification and make progress	Review what qualifications are offered and look at progression and completion timeframes. Be aware of qualification end dates and possible replacement more fit for purpose	Quality Manager and Teaching staff	ongoing	Progress data across academic year to evaluate impact
Increase access to the curriculum	Offer CPD opportunities to staff to support their teaching	To ensure that workforce are trained appropriately so they can support students to access the subjects that they teach	Look into training packages and CPD opportunities available. Plan training into inset days or twilight trainings. Source teaching qualifications for no qualified teachers	SLT	ongoing	CPD records of staff
Increase access to the curriculum	Providing the opportunity for supporting trips/ speakers/ independent careers advice	To enrich the curriculum with real life experiences and allow students the chance to go into new environments they wouldn't normally access because of their SEND	Research options, look at costings, feasibility, uptake, grants available, consider transport	SLT and teaching staff and students	ongoing	Feedback, careers action plans
Increase access to the curriculum	Having appropriate teaching & learning aids in place e.g. laptops, TAs, overlays, mini whiteboards, flash cards, visual prompts	To have appropriate learning aids in place so that learners can fully access the curriculum	Look at funding, budget and student needs and purchasing/ seeking funding for what is required	SLT and teaching staff	Ongoing	Progress and retention
Increase	Speech and Language therapy	For students to be able to	Source an appropriate staff	SLT	ongoing	Available for

access to the curriculum	(SALT) intervention is offered where it is agreed with the referrer to be required. LAMP will seek an intervention if felt justified but not in a student's EHCP.	access SALT, where highlighted in their EHCPs as part of the programme at LAMP.	member and check EHCPs			students part time across the week.
Increase access to the curriculum	Engagement sessions are available to students to access a curriculum without the pressures of accreditation	To provide students with a gradual reintegration to education sensitive to their prior educational experiences	Review EHCPs and referral information. Continual dialogue with referrers	SLT	ongoing	Referral and retention data.
Ensure access to the physical environment	Adaptions already in place include; ramps, corridor width, disabled toilet, kitchen for independent living skills, low sensory environment to support student SEND	To ensure that access to the physical environment of LAMP is maximised	Regular checks to ensure spaces remain clear. Testing of the disabled toilet alarm. Ensure staff know the location of ramps and any specific evacuation requirements	All staff	ongoing	Retention and student feedback.
Improve the delivery of information	Lamp responds to individual requests to modify the way we communicate with students. Information presented in visual form where appropriate to the needs of the students Any changes are given to students ahead to ensure for additional processing time and reduce the stress caused by sudden change	To ensure that students (and parents) can understand and follow the information provided to them	Increase signage around the building More emails to parents indicating changes Visual information in classrooms and around building e.g. timetables and day to day timings. Clocks Greater use of website as a source of IAG for students and parents	All staff	ongoing	Student and parent feedback

4. Monitoring arrangements

This document will be reviewed every year.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information
- (SEN) information report
- Supporting students with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 storey building	Install stair lift or ensure that all classes can take place on ground floor when necessary	SLT	ongoing
Corridor access	All wide enough	Ensure corridors are kept clear at all times	H&S officer	N/A
Lifts	None	Class to be moved to accessible areas	N/A	N/A
Parking bays	None	N/A as building on a public road	N/A	N/A
Entrances	All wide enough, ramps available	Train all staff in their use and where they can be found	H&S officer	Nov 2018
Ramps	Ramps available	As above including regular checks for wear and tear	H&S officer	Ongoing
Toilets	Disabled toilet available	Ensure the alarm in the disabled toilet is checked weekly	H&S officer	Ongoing
Reception area	Access fine. Window may be too high but door is available	Ensure a member of staff is always available in the office/ reception	SLT & Admin Assistant	Ongoing

Internal signage	In place	Increase signage and enlarge	H&S	ongoing
Emergency escape routes	In place	Ensure all staff are trained and escape routes are clearly indicated	Responsible person for fire	ongoing
Equality Act 2010	Ensure compliance	Check all staff understand the requirements of the act	SLT	September 2022
SEN policy	In place	In place, on website and links to the local offer of the referring LAs	SLT	April 2022
Celebration of strengths of students with SEN	In place	Increase frequency now that Covid restrictions have lifted	SLT	January 2022
Evacuation alarms	In place	Ensure that fire drills take place with sound/ without sound/ sensitive students prepared/ staff aware of students with sensory issues. Increased frequency of drills to ensure part time student are all prepped as much as is possible	Responsible person for fire	ongoing
Student Induction to centre	In place	Ensure that there are increased visits, visits at quiet times, taster sessions, personalised timetabling, phased starts, flexible start and finish times	SLT	ongoing
Curriculum	Yearly review	Ensure that qualifications offered from Entry Level to L3 to ensure availability for all students. Reviewed regularly to ensure correct and appropriate fit for cohort	Quality Manager	ongoing
Unfamiliar staff, visitors	In place	Unfamiliar staff introduced slowly, students well prepared for changes e.g. external speakers, visitors, contractors. No supply staff used	SLT	ongoing

Attendance	In place	Ensure Welfare Manager is proactively using interventions available through health & social care to support students to maintain good attendance	SLT & Welfare Manager	ongoing
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