



Accessibility Plan 2024-2025

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 pupils/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 pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

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 pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan

- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' 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 pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for Disabled Pupils to the School Curriculum

- Our school curriculum is designed in an inclusive manner whereby all pupils can access the learning at their own level.
- All school visits planned with individual needs in mind and support is in place to ensure all pupils are able to access activities/events
- Where challenges are identified, support from relevant agencies are sought in order to adapt the curriculum or premises as required.

Improving Access to the Physical Environment of the School

- External agencies and the Aspire premises team support to ensure the physical environment matches the needs of the pupils and other stakeholders, where possible.

Improving the Delivery of Written Information to Disabled Pupils

- Support from relevant agencies will advise as to the most appropriate methods to support our pupils, on a case-by-case basis.

- Letters for parents are available online and also emailed out to them directly. Paper copies are available on request. In addition, social media is used to communicate key information. If we become aware that parents are not accessing the information, verbal communication is used and other ways to support the family are considered.

Financial Planning and control

The Head of School, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Compliance with the Equality Act					
Accessibility Outcome INTENT	Action to Ensure Outcome IMPLEMENTATION	Who Responsible	Long, Medium or Short Term	Time Frame	Reflection of Outcome IMPACT
<p>None identified at this time given current staffing and pupils. Adaptations would need to be made should a member of staff/child join with a hearing or visual impairment.</p>					

Access to the Physical Environment - Statutory

Accessibility Outcome INTENT	Action to Ensure Outcome IMPLEMENTATION	Who Responsible	Long, Medium or Short Term	Time Frame	Reflection of Outcome IMPACT
Classrooms are adapted to ensure access to all areas.	<ul style="list-style-type: none"> - Ensure classrooms are kept clutter free and regular clearances to prevent clutter building up. - Awareness of flooring, furniture and planning for pupils with disabilities. 	All staff	Long term	Ongoing	All classrooms are optimally organised to support access for all pupils with SEND.
Toilets are accessible to all and are adapted to meet the needs of pupils with disabilities.	<ul style="list-style-type: none"> - Maintain wheelchair accessible toilets with mechanical hoist and clinical waste bins. - Maintain newly installed Part M pack bars in toilets. 	SH and premises team	Long term	Ongoing	Toilets are accessible to all and have been adapted to meet the needs of pupils with disabilities attending the school.
Ensure Personal Emergency Evacuation Plans in place for pupils with physical difficulties	<ul style="list-style-type: none"> - Review PEEPs for all pupils with physical difficulties to ensure relevant and up to date. 	HG, SH and JH-B	Short term	By end of Autumn Term 2024	Targeted pupils and all adults in school are fully aware of PEEPs and emergency exit strategies and routes for pupils with SEND

Ensuring Inclusion in the School Community

Accessibility Outcome INTENT	Action to Ensure Outcome IMPLEMENTATION	Who Responsible	Long, Medium or Short Term	Time Frame	Reflection of Outcome IMPACT
Ensure parents/carers have access to all the information required to support their children, in	<ul style="list-style-type: none"> - Important information sent via a variety of different means, including text, email, phone 	Admin team HG	Long term	Ongoing	Parents /carers have access to all information in a variety of different formats.

<p>a variety of different formats, dependent on need</p>	<p>call, social media and face to face.</p> <ul style="list-style-type: none"> - Adapt resources and communication to meet the needs of individuals. - Translated documents provided where appropriate. 				<p>This is dependent on the needs of the information.</p>
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Access to the Curriculum - Statutory					
Accessibility Outcome INTENT	Action to Ensure Outcome IMPLEMENTATION	Who Responsible	Long, Medium or Short Term	Time Frame	Reflection of Outcome IMPACT
<p>Ensure reasonable adjustments are made so that ALL pupils have access to a range of extracurricular activities and trips</p>	<ul style="list-style-type: none"> - Ensure all pupils know that clubs are available to them and encourage their attendance. - Consider staffing levels required if needed to support access to extra-curricular activities and trips. - Risk assessments undertaken where appropriate. 	<p>All staff</p>	<p>Long term</p>	<p>Ongoing</p>	<p>All SEND pupils are able to access a range of extra-curricular activities and they are aware of these.</p> <p>Where it is not possible for a child with SEND to attend extracurricular activities after school, opportunities to attend a lunchtime club are provided.</p> <p>All school trips and enriched opportunities to be planned with SEND children in mind and this is explicitly</p>

					<p>captured in the planning stage. Staff are deployed to enable access to extracurricular clubs and trips.</p> <p>Risk assessments are completed as necessary.</p>
<p>Staff will have the skills and knowledge to support ALL pupils to access the curriculum</p>	<ul style="list-style-type: none"> - Regular staff training regarding supporting pupils with SEND based on training audits and Performance Management. 	HG, SR, EA	Long term	Ongoing	<p>Staff members have the skills and knowledge to adapt and deliver the curriculum to pupils with SEND.</p> <p>Staff members have the skills and knowledge to support pupils with SEND across the 4 Broad Areas of Need.</p>
<p>Pupils will have access to learning materials and resources they require to support with their learning</p>	<ul style="list-style-type: none"> - CPD around appropriate use of communication tools e.g. Widget, Makaton, Visuals etc - SENDCo to monitor and distribute resources e.g. sloping desks, wobble cushions, chewelery, fidgets, Stabilo pens 	HG	Long term	Ongoing – reviewed termly	

	<p>etc to meet individual pupil need.</p> <ul style="list-style-type: none"> - Strategic deployment of staff. 				
<p>Pupils will have access to specialised equipment they require to access the curriculum e.g. standing frames, wheelchairs, hoists etc</p>	<ul style="list-style-type: none"> - SENDCo to liaise with external agencies to ensure all pupils have the equipment they require to fully access the curriculum. 	HG	Short term	Ongoing – reviewed regularly	All pupils have the equipment they require to access the curriculum.

Access to Information, Advice and Guidance - Statutory					
Accessibility Outcome INTENT	Action to Ensure Outcome IMPLEMENTATION	Who Responsible	Long, Medium or Short Term	Time Frame	Reflection of Outcome IMPACT
<p>Reports from external agencies are shared with all relevant stakeholders.</p>	<ul style="list-style-type: none"> - SLT ensure reports are disseminated appropriately and saved on SharePoint so that relevant staff can access. - SENDCo to ensure actions are taken based on advice provided by professionals. 	SR, EA, HG	Long term	Ongoing	<p>Reports from external agencies are disseminated to relevant staff and saved on SharePoint.</p> <p>External advice and actions are implemented by staff. This is monitored by the SENDCo and SLT.</p>
<p>Parents / Carers have access to resources and information, which will support them with</p>	<ul style="list-style-type: none"> - SENDCo and Family Support Advisor to develop a 'Useful Information' section on website to share appropriate leaflets, 	HG, ET	Medium term	By end of Autumn Term 2024	'Useful Information' section on website is developed. This is signposted to

meeting the needs of their children.	training, information etc with parents/carers.			and then ongoing	parents/carers for them to access.
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