



## **Accessibility Plan 2023-2024**

### **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	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
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.					

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
<b>Classrooms are adapted to ensure access to all areas.</b>	<ul style="list-style-type: none"> <li>- Ensure classrooms kept clutter free and regular clearances to prevent clutter building up.</li> <li>- Awareness of flooring, furniture and planning for pupils with disabilities.</li> </ul>	All staff	Long term	Ongoing	
<b>Toilets are accessible to all and are adapted to meet needs of pupils with disabilities.</b>	<ul style="list-style-type: none"> <li>- Maintain wheelchair accessible toilets with mechanical hoist and clinical waste bins.</li> <li>- Maintain newly installed Part M pack bars in toilets.</li> </ul>	SH and premises team	Long term	Ongoing	

<b>Ensure Personal Emergency Evacuation Plans in place for pupils with physical difficulties</b>	<ul style="list-style-type: none"> <li>- Review PEEPs for all pupils with physical difficulties to ensure relevant and up to date.</li> </ul>	HG, SH and JH-B	Short term	By end of Autumn term	
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<b>Ensuring inclusion in the school community</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
<b>Ensure parents have access to all the information required to support their children, in a variety of different formats, dependent on need</b>	<ul style="list-style-type: none"> <li>- Important information sent via a variety of different means, including text, email, phone call, social media and face to face.</li> <li>- Adapt resources and communication to meet the needs of individuals.</li> <li>- Translated documents provided where appropriate.</li> </ul>	Admin team HG	Long term	Ongoing	

<b>Access to the curriculum - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
<b>Ensure reasonable adjustments are made so that ALL pupils have access to a range of</b>	<ul style="list-style-type: none"> <li>- Ensure all pupils know that clubs are available to them and encourage their attendance.</li> <li>- Consider staffing levels required if needed to support</li> </ul>	All staff	Long term	Ongoing	

<b>extracurricular activities and trips</b>	<p>access to extra-curricular activities and trips.</p> <ul style="list-style-type: none"> <li>- Risk assessments undertaken where appropriate.</li> </ul>				
<b>Staff will have the skills and knowledge to support ALL pupils to access the curriculum</b>	<ul style="list-style-type: none"> <li>- Regular staff training regarding supporting pupils with SEND based on training audits and Performance Management.</li> </ul>	HG, SR, EA	Long term	Ongoing	
<b>Pupils will have access to learning materials and resources they require to support with their learning</b>	<ul style="list-style-type: none"> <li>- CPD around appropriate use of communication tools eg Widget, Makaton, Visuals etc</li> <li>- SENDCo monitor and distribute resources eg sloping desks, wobble cushions, chewellery, fidgets, stabilo pens etc to meet individual pupil need.</li> <li>- Strategic deployment of staff.</li> </ul>	HG	Long term	Ongoing – reviewed termly	
<b>Pupils will have access to specialised equipment they require to access the curriculum eg standing frames, wheelchairs, hoists etc</b>	<ul style="list-style-type: none"> <li>- SENDCo to liaise with external agencies to ensure all pupils have the equipment they require to fully access the curriculum.</li> </ul>	HG	Short term	Ongoing – reviewed regularly	

Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
<b>Reports from external agencies are shared with all relevant stakeholders.</b>	<ul style="list-style-type: none"> <li>- SLT ensure reports are disseminated appropriately and saved on Sharepoint so that relevant staff can access.</li> <li>- SENDCo to ensure actions are taken based on advice provided by professionals.</li> </ul>	SR, EA, HG	Long term	Ongoing	
<b>Parents have access to resources and information, which will support them with meeting the needs of their children.</b>	<ul style="list-style-type: none"> <li>- SENDCo and Family Support Adviser to develop a 'Useful Information' section on website to share appropriate leaflets, training, information etc with parents.</li> </ul>	HG, ET	Medium term	By end of Autumn term and then ongoing	