Accessibility Plan

This is a statutory policy as required by the Department of Education

Policy Connections

This plan should be read in conjunction with the Supplementary Guidance for policies document (covering Philosophy; Ethos; Audience; Monitoring & Evaluation; Assessment, Recording & Reporting and Supporting Learning Beyond the School). It should also be read alongside our Local Offer, SEN report, Health & Safety, Intimate Care & Personal Care, Moving & Handling of Pupils and Single Equality policies.

Aims

1. Schools are required under the Equality Act 2010 to have an accessibility plan. The aim of the plan is to:
   a) Increase the extent to which disabled pupils can participate in the curriculum.
   b) Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
   c) Improve the availability of accessible information for disabled pupils.

2. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

3. The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.
   a) Increasing the extent to which pupils with disabilities can participate in the school curriculum;
   b) Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
   c) Improving information delivery to pupils with disabilities.

4. The governing body also recognises its responsibilities towards employees with disabilities, and will:
   a) Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
   b) Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
   c) Undertake reasonable adjustments to enable staff to access the workplace.

Definition of disability under the Equality Act 2010

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department of 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.

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

Current provision to support accessibility (for more information see Local Offer & SEN report available on school website

Curriculum Access & Accessible Information for Pupils with Disabilities
As a specialist school, we pride ourselves in providing a broad education that caters for the needs of all our pupils in a holistic manner. Our curriculum is flexible and dynamic and allows us to provide an extensive platform from which pupils can make progress towards their Education & Health Care Plans. The curriculum is at the heart of our provision and each pupils' access points will be individual. Teaching is reflective, responsive, highly personalised and matched to pupil's individual needs and planning incorporates how communication, independence and experience are opportunities are promoted throughout all areas of the curriculum.

We are a 'total communication' school. Many of our teachers have been trained in ELKLAN and we have a qualified Speech and Language Therapist on school staff who leads communication provision throughout the school. Objects, photographs, symbols and signing are used to support communication and access to the curriculum. Our displays are child height and age appropriate; they are generally interactive with multi-sensory features providing a stimulating environment that celebrates pupils work and achievements have an interactive element. Written information is supported by symbols and/or photographs (e.g. visual timetables and schedules) and is presented in a specific size and font and emboldened if required for individual pupils. Many of our pupils use Augmented Alternative Communication (Picture Exchange Communication System and some use a Voice Output Communication Aids (VOCA) such as Prox Talkers, big macs) and have access to Eye Gaze technology. We have introduced our Complex Communication Book, a low tech communication system for pupils who may be ready to bridge onto a VOCA. Where appropriate support will also be commissioned from advisory teachers for Visual, Hearing and Multi-Sensory impairments to provide additional guidance on curriculum access for identified pupils.

Physical Access
Our school is a ground floor building and all areas are fully accessible. All pupils have easy access to hygiene rooms which have hoisting facilitates and changing

beds. We work closely with NHS colleagues to identify any equipment needed to support pupils to access the curriculum. We have three members of staff trained as a moving and handling trainers and identified pupils have moving and handling plans which specify the manual handling techniques to be used by the staff in school. We have a fully accessible hydrotherapy pool (which is also used by the local community). The pool and changing beds are hoist accessible.

Action Plan

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

Reference to Purpose	Aim	Current Practice	Objectives	Action	Who	By
1 environment	To ensure the new building CAPS is fully accessible	All students have access to all appropriate teaching areas within the CAPS building and that they are equipped with appropriate furniture and resources	To work with the LA designers to ensure all accessibility options are discussed and chosen for reasons that align with school ethos	Constant discussion with LA designers and builders to ensure no corners are cut and no possible beneficial designs are overlooked.	SLT (AB/SC)	July 2026
2 environmental	Extend range of outdoor physical development opportunities for FE aged pupils within grounds of the CAPS building including pathways between the main building and CAPS building	All FE Students have regular opportunities for age-appropriate physical activities in the outdoors throughout the school day either through break/ lunch times and if required additional opportunities as part of a recognised SI (sensory integration)/PLO (personalised learning outcome) programme.	Establish new age-appropriate physical opportunities for FE students which will challenge their ability to either maintain skills or develop new gross physical skills to aid access to the local community	Design PD area for the new FE department Consider appropriate physical development opportunities which can maintain/ progress gross motor skills	SLT	July 2027
1 (curriculum)	Ensure a robust and consistently effective approach to pupil's expressive communication throughout school	A total communication approach is used within schools.	ELKLAN communication counts delivered to whole school staff. 2 staff trained as LCPs (lead communication practitioner) to support delivery of CC (Communication counts) Level 3 ELKLAN delivered to identified staff	CPD programme devised and delivered	KA BS	July 2025 and ongoing as rolling programme of CPD

Reference to Purpose	Aim	Current Practice	Objectives	Action	Who	By
			including at least 2 TAs. Audit visit completed by external verifier.			
2 (environment)	Promote increased independence for those with physical difficulties by installing a wet/dry toilet in school and the new FE Centre	There are multiple accessible hygiene rooms available for use within the new build	To create greater accessibility to more hygiene rooms within the new build	AB to ensure access discussed at planning meetings	SLT	July 2027
2 (environment)	To extend pupil's provision onsite to enable sensory integration programmes to be extended through the use of specialist resouces	Sensory programmes are delivered using a range of approaches using smaller transportable equipment.	For pupils to have a greater range of opportunities available for their sensory needs to be met,	To consider spaces in and outside of school for specific adaptation for SI. To liaise with AB regarding budget for environmental adaptation and equipment	SC AB JG	June 2026
1 (curriculum) 2 (environment)	To ensure that curriculum provision meets the needs of pupils with autism and complex behaviours	Current ISC provision in place for KS2 / KS3 pupils which is led by a highly experienced member of staff and supported by a high pupil to staff ration of skilled staff.	For the environment alongside curriculum provision in Early Years / Primary to be meet the needs of pupils who are working at very early stages of development with a diagnosis of autism. For provision to be considered as the primary / secondary cohort transition to FE and adaptions made as necessary to meet the needs of this cohort in line with the school's ethos.	Visit other settings with early years / FE provision for pupils with autism and challenging behaviours. Revisit the curriculum offer and consider whether an ASD pathway is required and if so documentation to be updated to reflect this.	SC KA SW EF	June 2026
2 (environment)	Upgrade existing cycle track to include a more challenging section for our physically able pupils.	All pupils irrespective of physical ability can access the bike track	To ensure provision is suitable for all physical abilities and can safely support all adapted bikes	Identify and procure the services playground developer to meet our exacting needs.	SLT (AB)	Summer 2025

Reference to Purpose	Aim	Current Practice	Objectives	Action	Who	By
2 (environment)	Primary outdoor play spaces to be upgraded over 2 years. If budget restricts, then fund raising should be undertaken.	All children can play in an age-appropriate safe space	To ensure safe updated play spaces are available to all primary children	Primary play spaces are upgraded to provide easier access.	SLT	July 2027

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NB Action plan to be reviewed annually:

Author of action plan	Susan Campbell
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