

Accessibility Plan

Approved by	P Jenkins - Executive Principal	Date	November 2020
Directors' Sign Off	JJ on 26.10.20 & BoD on 18.11.20	Version	V2.0
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Table of Contents

1. Aims	3
2. Legislation and Guidance.....	4
3. Action Plan	5
4. Monitoring Arrangements	8
5. Links with other Policies	8
Appendix 1: Accessibility Audit.....	9

1. Aims

Schools are required under the Equality Act 2010 to have an Accessibility Plan.

The purpose of the Plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Company (Life Chance Education Ltd) is committed to transforming the life chances of the young people and families that we work with. We support children who have suffered Trauma, Adverse Childhood Experiences (ACEs), and exhibit Social, Emotional and Mental Health difficulties (SEMH). Our educational staff, multi-disciplinary team of therapists, and support team work together to create an environment that meets the holistic needs of children who have difficult or complex life stories.

By delivering the best features of a special school and alternative provision, coupled to innovative educational and therapeutic frameworks, we can help our students thrive. We believe that children do not have to be bound by the past and can build a bright future if they have the right support.

Our Mission is to ensure that we help every child we work with achieve their full potential, both academically and personally. As a school we aspire to being outstanding, so our students can be too – as exemplified in our school motto:

'Being the Best We Can Be'

Our Aims are to:

- Meet the previously unmet needs of young people and enable learning and employment.
- Provide positive interventions into barriers to learning and negative family or intergenerational life cycles.
- Contribute to community and social change.
- Reduce costs to society in terms of both social and economic benefits

To reach these aims we will use concepts and best practice in learning, neuroscience, emotional well-being, child development and coaching.

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan.

Our school's Complaints Procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents and directors.

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.

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.

This Plan links to other SfiT Policies and Procedures:

Equalities

Risk Assessments

Premises Plan

3. Action Plan

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils. Each class has a bespoke timetable designed to meet the needs of the students in it.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with poor emotional health and disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability. We measure progress in Maths, Reading, Writing, Emotional Health and Personal Development.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Review and enhance the current curriculum offer to ensure all aspects/subject areas are targeted to match the needs of our cohort</p>	<p>Subject leaders to work with SIP to refine the intent and implementation for their area of responsibility.</p>	<p>Subject leaders</p>	<p>Dec 20</p>

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps (Lower School has a ramp to ensure it is wheelchair accessible. The ground floor of Upper School and College House are accessible.) • All corridors are wheelchair accessible • Disabled parking bays are available and clearly displayed at the College House site. • Disabled toilets are present at College House. • Library shelves at wheelchair-accessible height 	<p>Up to date register of door widths to be held to inform site access development.</p> <p>Disabled parking to be allocated and clearly marked at the Seale Hayne site.</p>	<p>Audit of door widths across all sites to be carried out.</p> <p>Area identified and marked</p>	<p>Premises and Compliance Officer</p> <p>Premises and Compliance Officer</p>	<p>Dec 20</p> <p>Dec 20</p>

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> ▪ Internal signage is clear ▪ Signage for students is written in language matched to their comprehension. ▪ Students communicate their emotional state through Zones of Regulation which include pictures for students with low reading ability. 	<p>Student communication is improved.</p>	<p>Complete the communication audit and update policy so that all pupils improve their communications skills.</p> <p>Consideration for hearing impaired and visually impaired students, although there are currently no students on roll.</p>	<p>Heads of School</p> <p>PCO</p>	<p>Dec 20</p>

4. Monitoring Arrangements

The CEO will check that the actions in the Plan are completed in the due timescales at his regular meetings with the Executive Principal (ExP) and the Chief Operations Officer (COO).

This document will be reviewed annually.
It will be approved by the Board of Directors.

5. Links with other Policies

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

- Risk Assessment Policy
- Health and Safety Policy
- Equalities information and objectives (*public sector equality duty*)
- Special Educational Needs (SEND) information report
- Supporting Pupils with Medical Conditions Policy

Appendix 1: Accessibility Audit (date)

Feature	Description	Actions to be taken	Person Responsible	Date to Complete Actions by	Status & Date
Number of Storeys	Stairs are kept clean, tidy, and free from obstruction.	Maintain and ensure access.	Heads of School	Ongoing	
Corridor Access	Corridors are kept clean, tidy, and free from obstruction.	Maintain and ensure access.	Heads of School	Ongoing	
Lifts	N/A				N/A
Parking Bays	Disabled parking bays to be clearly marked	Review disabled parking availability at Seale Hayne	Premises and Compliance Officer	Oct 20	
Entrances	Key Fob activated external and internal doors automatically released during fire alarms.	None to be taken			
Ramps	Ramp for Lower School	Head of School and Premises and Compliance Officer to Examine If Existing Ramp Is Fit for Purpose or Whether A More	Head of School	Dec20	

Accessibility Plan

Feature	Description	Actions to be taken	Person Responsible	Date to Complete Actions by	Status & Date
		Permanent Solution Should Be Considered			
Toilets	All Disabled Toilets to Be the Correct Height, Have Adequate Space and Handrails Fitted.	Head of School and Premises and Compliance Officer to Audit Current Provision.	Head of School	Oct 20	
Reception Area	Accessible to Wheelchairs	None to Be Taken			
Internal Signage	Large Signs in Place	None to Be Taken			
Emergency Escape Routes	Fire Evacuation Plan in Place	Weekly Testing of System with Termly Drills Involving Students and Staff	Head of School	Ongoing	