



New Perspectives School Accessibility-Plan Policy

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1. Introduction

1.1 Purpose

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. All our young people have EHCP and are not denied access to any part of the curriculum. Where any young person may have a medical need a care plan is written, with support from the Local Authority and Medical Professionals, to ensure all medical needs can be met on site.

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, the complaints procedure sets out the process for raising these concerns.

1.2 Legal Framework

This Policy fulfils the requirements of:

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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

2. Action Plan

Please see attached action plan below. (pg. 4,5)

3. Implementation

The senior Leadership Team is responsible for the implementation of the policy.

4. Support, Advice and Communication

The head teacher may be contacted for more information.

5. Review

This document will be reviewed every **2** years but may be reviewed and updated more frequently if necessary.

2022-2024 Accessibility Action Plan

INTENT Identified area for improvement	Current good practice	KEY ACTIONS	IMPACT How will we know we have achieved it?	SUCCESS MEASURES (Guskey 1997)	TIMESCALES	Lead	Rag rate
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> Corridor Width Disabled toilets and changing facilities 	<p>Ensure that all developments include safe disabled access.</p> <p>Astro turfed area for break/PE to support safe movement of pupils including those with physical disabilities by removing uneven ground.</p> <p>Disabled access</p> <p>Library shelves at wheelchair-accessible height</p> <p>Reinstate lift so that the first floor is accessible for all</p>	<p>Safe play areas.</p> <p>Easier access to play areas. Access is across the site.</p> <p>Accessible and safe outside space for all</p> <p>Disabled access</p> <p>Wheelchair height accessible library shelves</p> <p>First floor is accessible to all</p>	<p>Disabled access to all inside and outside space</p> <p>All pupils can access and use outside space</p> <p>Transport dropping off pupils with disabilities will have appropriate access</p> <p>Lift to be addressed and back in working order</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Autumn 2024</p>	<p>Care Perspectives/ New Perspectives School</p>	
To ensure that staff are well trained on the range of diagnosis including information that may only be	<p>Robust Induction Process with training specific to needs.</p>	<p>Ongoing training for all staff on individual pupil diagnosis and needs. Training covers quality CPD on PRICE, ASC, ADHD, Dyslexia, PDA, Self-Harm,</p>	<p>All staff trained on pupil needs and disabilities. All pupils are successfully able to access school and learning with appropriate and safe support.</p> <p>Increase in staff knowledge and</p>	<p>All staff have continued training on pupil needs, recorded on training files.</p>	<p>ongoing and during induction for all new staff</p>	<p>Care Perspectives Gemma Funge, Training Manager</p>	

<p>specific to one person.</p>		<p>sexually harmful behaviour,,Anxiety. Medication training as required. Care plans written to support allergies and medical conditions. First Aider training to be completed by nominated staff.</p>	<p>skills to support wider range of Young People. Key staff trained in administering of medication. Medication issued appropriately and safely. Medical conditions supported by care plans. All staff and students have qualified first aiders to address any injuries or illness.</p>	<p>All pupils able to access school safely and receive medication safely and appropriately. All pupils and staff in safe school environment with qualified first aiders to support illness or injury.</p>			
<p>Consistency of support strategies used in class by TAs and Teachers in Secondary as classes move from room to room.</p>		<p>Student Support Plans and IPP include information to support learning in class and reduce anxiety. Secondary TAs to move with the class/pupil from room to room – so become experts on the pupil/ group.</p>	<p>All support staff have detailed knowledge of pupils they support and are able to embed and consistently use interventions and strategies with pupils to improve outcomes.</p>	<p>Consistent use seen by SENCo of interventions and strategies within secondary education. Reduction of out of class and negative incidents.</p>	<p>Summer 2024</p>	<p>SENCO/Pastoral Lead</p>	
<p>To support all students in accessing the curriculum by addressing literacy</p>		<p>All pupils have support in reading, writing and spelling that is designed to improve the accuracy and fluency of reading, spelling and math through quick recognition tasks. Timetabled interventions to support Students with reading, writing and spelling. Phonics – Read, write Inc as appropriate</p>	<p>Improvements and progress in reading writing and spelling Individual timetabled support both in and outside classroom</p>	<p>Improvements in reading ages and spelling seen across data capture points.</p>	<p>December 2023, April 2024, July 2024</p>	<p>SENCO/Pastoral Lead/Deputy Head Teacher</p>	

		Daily ERIC timetabled sessions					
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