



# Educate U

## Accessibility Plan 2023-26

<b>Approved by: Georgina Spoor SENDCO</b>	<b>Date: 05/09/2023</b>
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## **Educate U Accessibility Plan**

### **Accessibility Plan 2023-2026**

At Educate U, we provide an inclusive education to children and young people who need a trauma informed education placement. We do this by implementing our values of empowerment, collaboration, choice, trust, and safety. We want all students to enjoy and participate fully in school. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children are our highest priority.

### **Purpose of Plan**

This plan shows how Educate U School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

### **Definition of disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to-day activities.

### **Areas of planning responsibilities**

- Increasing access for disabled pupils to the school curriculum, (this includes teaching and learning and the wider curriculum of the school such as participation in leisure and cultural activities or school visits)
- Improving access to the physical environment of schools, (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)

## Contextual Information

Educate U is mainly a traditional 1850's building. The school currently has 0 lifts due to the age of the building.

At present, we have no wheelchair dependent pupils, parents or members of staff but do have parent/carers with mobility issues that require a downstairs meeting room. This is accommodated when required.

## Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities, physical disability and social/emotional needs.

## Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have had full access to attend in school clubs, outside leisure and cultural activities and educational visits with high level support staff to ensure all are kept safe.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access  Assign CPD for dyslexia, differentiation and recording methods, multi-sensory teaching methods and errorless learning  Graduated approach	On-going and as required	SENCO/Deputy Heads and curriculum leads	Raised staff confidence in strategies for differentiation and increased pupil participation

<p>Ensure classroom support staff have specific training on disability issues</p>	<p>Be aware of staff training needs</p> <p>Staff access appropriate CPD</p> <p>Use of PACE language, positive handling training</p>	<p>As required</p>	<p>SENCO/Deputy/Headteacher</p>	<p>Raised confidence of support staff</p>
<p>Ensure all staff are aware of disabled children's curriculum access</p>	<p>Set up a system of individual access plans for disabled pupils when required</p> <p>Information sharing with all agencies involved with Child. Dyslexia/Dyscalculia screener</p> <p>Graduated approach and multisensory approaches to learning.</p>	<p>As required</p>	<p>Class teacher/SENCO</p>	<p>All staff aware of individuals needs</p>
<p>Use ICT software to support learning</p>	<p>Access to laptops for all. Make sure software installed where needed. Trial dictate software</p> <p>Software to record ideas where handwriting is not the learner's preferred option to record ideas.</p>	<p>As required</p>	<p>ICT</p>	<p>Wider use of SEN resources in classrooms</p>

All educational visits to be accessible to all	Develop guidance for staff on making trips accessible  Ensure each new venue is vetted for appropriateness & risk assessment completed	As required	Class Teacher and Trip Co-ordinator	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports. Ensure all activities can be accessed by all students.	As required	PE coordinator	All to have access to PE and be able to excel

- Improving access to the physical environment of the school
- Provision will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
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The school is aware of the access needs of disabled pupils, staff, parent/carers and visitors	To create access plans for individual pupils, regardless of needs, as part of the IEP process when required	As required	SENCO	IEPs in place for all pupils and all staff aware of pupils needs
	Be aware of staff, and parents access needs and meet as appropriate	Induction and ongoing if required	Headteacher/ class teacher	All staff and feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers through newsletter	Through parental feedback on induction questionnaire and initial discussions/EHCP paperwork	Headteacher	Pupils have full access to all school activities
	Consider access needs during recruitment process	Recruitment process	Headteacher	Access issues do not influence recruitment and retention issues

Target	Strategies	Time-scale	Responsibility	Success criteria
Layout of school to allow access for all pupils to all areas	Consider needs of less abled pupils, parents/carers or visitors when considering any redesign	As required	Head/ Business manager	Re-designed buildings are usable by all
Improve signage and external access for visually	Consider yellow strip mark step edges	On going	Business manager	Visually impaired people feel safe in school grounds

impaired people				
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties  Develop a system to ensure all staff are aware of their responsibilities	As required  Each Sept	SENCO/First Aid officer  SENCO	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Liaise with VI/HI advisors on information with regard to the visual impaired and hearing impaired pupils when required.	On-going and as required  Software may be required	ICT	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment as needed	Ongoing (currently not required)	LA hearing officers	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access	On-going. Investigations in place to ensure stairs have appropriate facilities for safe escape.	Business Manager	All disabled staff, pupils and visitors able to have safe independent exit.

	Daily checks to ensure escape routes are clear			
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### Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required.

The school's ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English	During induction	Office	All parents receive information in a form that they can access
	School office will support and help parents to access information and complete school forms	On-going	School Office	
	Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Current	Office/ Website design team	All parents understand what are the headlines of the school information



Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly IEP review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	On-going - currently not required	EAL coordinator	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Pupils and/or parents feel supported and included

Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	<p>Ensure website is fully compliant with requirement for access by person with visual impairment.</p> <p>Ensure Prospectus is available via the school website.</p>	On-going	Office	All can access information about the school
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### Reasonable Adjustments:

The school's duty to make reasonable adjustments is summarised in the Equality Act 2010.

We are committed to making reasonable adjustments for students with SEN and learning disabilities. These are explained in further detail below.

- Information of Students' Needs and plans for Accessibility ( IEP)
- Whole staff training is provided to share information on individual students.
- Where appropriate, specific advice is provided from advisory services such as CAHMS & OT
- Individual workshops are provided throughout the year to respond to individual student need or specific change in circumstances.
- Feedback from lesson observations or student tracking activities provide specific support on improving accessibility where appropriate.
- Details of reasonable adjustments to be made by teachers and support staff are provided on the initial placement paperwork feeding the IEP.
- Individual students are reviewed termly and any relevant actions for modifying reasonable adjustments are made.
- During transition procedures, the SENDCO requests information from previous schools about any identified areas of need.

The Headteacher will review all information and arrange a meeting with the student and family before the point of transition. The SENDCO will chair and attend the relevant EHCP reviews,

Transport arrangements are made with the family or local authority where appropriate, so students have easy access to the school buildings.

Training activities are available for staff at regular points throughout the year. This includes Trauma/attachment, positive handling, Autism awareness, Dyslexia awareness and supporting students with ADHD. We support and offer advice on effective adaptive teaching strategies through CPD, Thursdays Child, IEP reviews, observations and learning walks.

Where appropriate, a modified or alternative curriculums are provided to ensure students have equal opportunities to achieve. A semi-formal is offered to students who are unable to access the full curriculum.

At key stage 4, through consultation with the student and their family, students embark on an option (Futures) package.

Our curriculum promotes accelerated learning and skills for learning. All lessons will include effective adaptive teaching strategies so that all students can access the curriculum and make progress.