

Accessibility Plan 2023-2026

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 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

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits

- Ensure that participation in lunch time and after school clubs is encouraged.
- Ensure all students have access to the maximum curriculum experience possible
- Include ARB pupils in mainstream classes and activities when agreed with class teachers and the Special Partnership Trust
- Consult parents about any necessary changes we need to make
- Ensure provision of individual and small group support when appropriate (review regularly)
- Make adjustments in order to enable access to the curriculum
- Seek advice from services where necessary.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- All staff maintain their awareness about ensuring the accessibility of the physical environment, alterations to environment or procedures are made when required.
- Any new work on buildings and outdoor areas is fully in line with the DED
- Health and Safety audit monitors accessibility and medical needs and plans are put in place to make good any deficiencies
- Provision is in place to ensure our setting is accessible to all, see also the Accessibility Audit (available on request).
- All equipment is subject to regular servicing.

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.

- Ensure that written information that is normally provided by the school to its pupils is available to disabled pupils e.g. handouts, timetables, textbooks and information about school events.
- Enlarged texts (including modified test materials) are available to those who need them.

Financial Planning and control

The head teacher, SLT and the Trust will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
SEN information report linked to the Local Offer. SEN offer at Mount Charles School.	Ensure links are the most up to date.	SENDCO	Short term	Dec 22	Completed and checked regularly.

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Clean the yellow line nosings on the entrance steps to ensure they are highly visible to pupils/visitors with vision impairment.	Site supervisor to wash yellow lines on entrance steps.	Site supervisor	Medium term	Spring Term 2023	

Add white paint to the ends of hand rails to ensure they are highly visible to pupils/visitors with vision impairment.	Site supervisor to paint the ends of hand rails.	Site Supervisor	Medium Term	Spring term 2023	
Where needed, ensure that all classrooms are accessible to vision and hearing impaired	SENDCO to observe/ monitor environment. Meet with teachers and TAs of children with hearing impairments. Discuss strategies/solutions. Use toolkit for services. Where necessary seek advice from Vision and Hearing Impairment Teams.	SENDCO	Short term and then as necessary.	Ongoing	Ongoing
Ensure Personal Evacuation Plan (PEEP) in place where necessary and reviewed regularly.	Identify any new students requiring PEEPS. Review any current PEEPS in line with Covid 19 guidance/ changes to exits as new evacuation drills in place.	SENDCO, Site manager Class Teachers	Short term and then continually review as needs change.	Ongoing	Ongoing

Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ensure students have access to the maximum curriculum experience possible.	Continue to identify any limiting factors to any planned activity and where practicable, provide an alternative activity of similar nature.	SENDCO SLT Class teacher	Long Term.	Ongoing	
Progress made by pupils at SEN Support and with EHC plan is not as good as that made by students with SEN nationally.	<ul style="list-style-type: none"> Monitoring of lessons and intervention in place. Continued use of B Squared to support in assessing small steps of progress and Pre Key Stage/Engagement Steps. Pupil progress meetings to be held with class teachers termly. Introduce improved Student support plan format – Spring 2023 	SENDCO SLT Class teacher	Long term	Ongoing	

<p>Cover staff, including supply teachers are clear about the additional needs of pupils/students and how to meet those needs.</p> <ul style="list-style-type: none"> • Clear class profiles to be created for all classes to be given to supply teachers on arrival. • Detailed passports for children created on Edukey Provision Map • Improved Student Support Plan format to increase awareness of additional needs. 	<p>SENDCO Class teachers Office manager</p>	<p>Long term, ongoing.</p>	<p>Ongoing</p>	
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Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
<p>Ensure access to full and varied curriculum for all pupils.</p>	<ul style="list-style-type: none"> • Review of planning • Increase staff awareness of scaffolding/support strategies • Develop bank of universal strategies for quality first teaching for pupils with SEND 	<p>SENDCo Subject leaders</p>	<p>Long term</p>	<p>Termly reviews of planning. Bank developed by Summer 2023</p>	
<p>Improve writing outcomes</p>	<ul style="list-style-type: none"> • Introduce Clicker 8 	<p>SENDCo Teachers</p>	<p>Short term</p>	<p>Autumn 2023</p>	<p>ICT issues have meant this is still not</p>

					complete. Aim to be ready Jan 30 th .
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Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
For information to be available in different formats and languages	<ul style="list-style-type: none"> • Parents and carers to be aware that hard copies of information are available if they do not have access to the internet. • Interpreters available for new parents or key meetings where parents indicate this is necessary. 	Office manager SENDCO	Ongoing.		