

Disability Equality Scheme and Disability Accessibility Plan for Pupils

Date	Review Date	Owner	Nominated Governor
27 th March 2023	27 th March 2025	Jessica Sadler	Mark Chapman

The Coordinator for this policy is the school's SENCO. Day to day responsibility for the implementation of the policy lies with the Head Teacher.

1. Purpose of this policy

In accordance with the Equality Act 2010, this plan sets out how our school will increase access to education for disabled pupils in three key areas:

- 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 accessibility plan will be reviewed annually in response to high-incidence SEND needs of our cohort. It will be made available on our website (see section 4 of this policy) and paper copies can be made available on request.

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.

2. What does accessibility and inclusion mean for our school?

We are committed to providing a school that can be accessed, understood and used to the greatest extent possible by all people regardless of their ability or disability.

When reviewing or redesigning our school environment (such as our buildings, technology, information, communication or culture) we will be guided by the following:

- (a) Provide the same means of use to enable access for all users: identical whenever possible; equivalent when not
- (b) Avoid segregating or stigmatizing any users
- (c) Provisions for privacy, security and safety shall be equally available to all users
- (d) Ensure dignity in use for all users.

3. Definition of disability

The definition of disability is set out in the Equality Act 2010, Part 6:

‘A physical or mental impairment which has a substantial and long-term effect on a person’s ability to carry out normal day to day activities’.

Reasonable adjustments for disabled people

Where something the school does places a disabled person at a substantial disadvantage compared to a non-disabled person, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing physical or other barriers.

4. Information about our school

You can find out about our school on our website, www.futureeducation.org.uk

5. What we have in place to make our school accessible

- Detailed admissions processes which enable us to identify adjustments early
- Clear and consistent values, **with students’ social, emotional and mental health development at its core.**
- Strong leadership with a good understanding of the principles of equality, diversity and accessibility
- Clear and accessible materials, facilities and information
- Family support services and links to additional resources and support, **including from our charity Future Projects**
- An inclusive and warm environment.
- A flexible and responsive curriculum offer with broad **vocational and** enrichment opportunities.
- High levels of well-trained adult support throughout the day.
- Small class sizes.
- An on-site therapeutic offer **including speech and language therapy**
- **Trauma informed approach**
- Access to a reflection room and separate space for internal and external behaviour interventions.
- Strong vocational offer.
- On-site impartial CIAG with excellent post-16 links.
- Easily accessible site and buildings.

6. Challenges to accessibility that we want to address

- Ensuring that teaching and learning is of the highest quality, taking account of individual students’ needs.
- Widening the staff team’s knowledge of SEND, inclusion and reasonable adjustments.
- Ensuring universal and safe access to the school premises and site, including access to newly installed rooms/facilities on site.

7. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. RAG Rating is used to identify progress/current situation at time of review.

Aim	Current good practice	Objectives	Actions required	Lead	Date	Success criteria
1. Increase access to the curriculum for pupils with a disability	<i>The school offers a differentiated curriculum for all pupils informed by SEND needs identified in section F provision. This informs our flexible approaches to planning, teaching, utilizing resources and offering vocational and enrichment opportunities. Curriculum progress is tracked for all pupils, including those with a disability. The school has outreach and e-learning options available for students unable to attend school due to medical</i>	<ol style="list-style-type: none"> Review and implement an effective and cohesive provision mapping which provides a holistic overview of students and whole school. Implement Provision Map programme from TES Introduce 'Pupil Passports', capturing student voice and support strategies for each student Therapists contribute to the planning and delivery of SEND CPD and the monitoring of classroom strategies, led by SENDCO Teaching and Learning and LSAs receive continuous support and CPD from SENDCO to 	<ol style="list-style-type: none"> <ol style="list-style-type: none"> School to purchase Provision Map programme from TES All staff receive CPD on how to use Provision Map programme effectively Relevant student data (SEND, Reading Age, Boxall data etc), documentation (EHCPs) and interventions and provisions inputted into Provision Map <ol style="list-style-type: none"> All pupils meet with OS / JS to create their Pupil Passport All staff provided with access to Pupil Passports <p>See Aim 2, Objective 2</p>	<p>JS</p> <p>JS</p> <p>JS</p> <p>JS/OS</p> <p>JS/OS</p>	<p>September 2022</p> <p>January 2023 / Ongoing</p> <p>Ongoing</p> <p>Jan 2023 / Ongoing for new students</p>	All students will have a holistic profile of their needs; staff will know how to access this further support from the school SENDCO and use these to inform planning and behaviour management.

	<p><i>needs or disabilities, or to provide alternative provision which meets their learning and SEMH needs and enhance their learning experience.</i></p> <p><i>The school provides a broad therapeutic offer, including Speech and Language Therapy.</i></p>	implement support strategies	<p>4. a) Lead twice half termly learning support meetings; CPD required by LSAs identified and delivered in these sessions</p> <p>b) SENDCO to attend and contribute to weekly Teaching and Learning Team meetings to provide strategies and support to teaching team and contribute to curriculum development.</p>	<p>JS</p> <p>JS/DE</p>	Ongoing	
2. Improve the delivery of information to students and parents with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <i>• Internal signage</i> <i>• Internal displays</i> <i>• Large print resources</i> <i>• Pictorial or symbolic representations</i> <i>• 1-2-1 discussions and conversations</i> <i>• Reports and emails</i> <i>• Website</i> 	1. Improve accessibility of the school's offer	<p>a) Review accessibility of SEND Information Report and SEND Policy</p> <p>b) Collate student, staff and parent/carer feedback on policy accessibility</p> <p>c) in conjunction with stake holders, create an accessible version of SIR and SEND Policy</p> <p>d) produce a school prospectus</p> <p>2. a) SENDCO and SaLT to complete audit of communication strategies and school environment</p>	JS	<p>January 2023</p> <p>April 2023</p> <p>September 2023</p>	Prospective students and parents/carers will have a clear understanding of Future Education's offer

	<ul style="list-style-type: none"> • <i>Online learning materials</i> 	2. Improve staff awareness and use of communication strategies in the school environment	b) All staff receive CPD on effective communication strategies c) Monitor and review use of strategies across whole school environment	DE/JM/CB	June 2023 Ongoing Ongoing Ongoing - Termly	Staff feel that they are able to communicate information with students clearly and effectively; students feel they are able to access information and also express themselves clearly.
3. Improve and maintain access to the physical environment for pupils with a disability.	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps Corridor and door width Disabled Parking bays Disabled toilets and changing facilities	1. Improve access to the premises for people in wheelchairs or with disabilities	a) Replace disabled parking bay sign and ensure green area sufficiently cut back for visibility of parking signage. b) Offer pre-sign (from car) via Inventory App for visitors and/or with vehicles requiring wheelchair access	MA/SW MA/ND	May 2023 June 2023	Two disabled parking bays clearly visible. Visitors requiring disabled access can sign without the barrier of height

	Wheelchair height workstations & ICT in each room		c) Steps and Ramps are clearly visible (painted yellow)	MA/SW	April 2023	restriction at the Inventory sign in screen.
	Student needs are included in risk assessment and enrolment considerations, and PEEPs and/or Access plans used where appropriate.	2. Continue to improve quality of premises and school environment	Undertake annual planned refurbishment works in consultation with staff/students and wider users.	MA/SW	Ongoing	Clear hazards are identifiable. The school is a welcoming and safe place for pupils and visitors.
		3. Improve access to external vocational classrooms and SEN Hub for people in wheelchairs or with disabilities	Purchase appropriate ramps for external buildings to use where service users/visitors require access. Ensure handrails are appropriately installed at the entrance to the mobile cabins.	MA/SW	July 2023	People in wheelchairs or with disabilities can safely access all areas of the school site.