

| Disability Equality Scheme and Disability Accessibility Plan for Students | | | |
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| Date | Review Date | Owner | Nominated Governor |
| 18 th October 2023 | 18 th October 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 students in three key areas:

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

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. 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 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our articles of association.

3. 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.

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 |
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| 1. Increase access to the curriculum for students with a disability | <i>The school offers a curriculum accessible for all students informed by SEND needs identified in section F provision. This informs our flexible approach to planning, teaching, utilising resources and offering vocational and enrichment opportunities. Curriculum progress is tracked for all students, including those with a disability. The school has an e-learning option available for students unable to attend school due to medical needs or disabilities, or to provide alternative provision which meets their learning and SEMH needs and enhance their learning experience. The school provides a broad</i> | <ol style="list-style-type: none"> 1. Therapists contribute to the planning and delivery of SEND CPD and the monitoring of classroom strategies. 2. Teaching and Learning teams and LSAs receive continuous support and CPD from SENDCO to implement support strategies | <ol style="list-style-type: none"> 1. a) Lead half termly learning support meetings; CPD required by LSAs identified and delivered in these sessions b) SENDCO to attend and contribute to Teaching and Learning Team meetings to provide strategies and support to teaching team and contribute to curriculum development. | <p>JS / AU</p> <p>JS</p> | <p>Ongoing</p> <p>Ongoing</p> | <p>LSAs are empowered to support students using their knowledge of the student's own individual needs and this is effective in supporting their learning and well being.</p> |

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| | <p><i>therapeutic offer, including Speech and Language Therapy.</i></p> <p>The School uses Provision Map for recording student needs and progress in relation to their SEND.</p> <p>All current students have a pupil passport which captures student voice and support strategies for each student.</p> | | | | | |
| <p>2. Improve the delivery of information to students and parents with a disability</p> | <p><i>Our school uses a range of communication methods to ensure information is accessible. These include:</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> • <i>Online learning materials</i> • <i>Social media</i> | <p>1. Improve accessibility of the school's offer</p> <p>2. Improve staff awareness and use of</p> | <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> | <p>JS</p> <p>DE/SM</p> <p>JS/AU</p> | <p>January 2024</p> <p>December 23</p> <p>December 2023</p> <p>November 2023</p> | <p>Prospective students and parents/carers will have a clear understanding of Future Education's offer</p> <p>Staff feel that they are able to communicate information with</p> |

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| | | 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 | | | 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 students with a disability. | <p>The environment is adapted to the needs of students as required. This includes: Ramps, corridor and door width Disabled Parking bay Disabled toilets and changing facilities Wheelchair height workstations & ICT in each room</p> <p>Student needs are included in risk assessment and enrolment considerations, and PEEPs and/or Access plans used where appropriate.</p> <p>Green area sufficiently cut back for visibility of disabled parking signage.</p> | <ol style="list-style-type: none"> 1. Improve access to the premises for people in wheelchairs or with disabilities 2. Continue to improve quality of premises and school environment 3. Improve access to external vocational classrooms and SEN Hub for people in wheelchairs or with disabilities | Purchase appropriate handrails and install at the entrance to SEN Hub and Hair & Beauty. | SM/SW | Nov 2023 | <p>One disabled parking bay clearly visible.</p> <p>The school is a welcoming and safe place for students and visitors.</p> <p>People in wheelchairs or with disabilities can safely access necessary areas of the school site.</p> |

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| | <p>Steps and Ramps are clearly visible (painted yellow)</p> <p>Hand rail installed on Construction hub.</p> <p>Concrete steps installed on SEND hub.</p> | | | | | |
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