

# Accessibility Plan

## 2022-2025

Approved By:	Local Governing Board
Status:	Approved
Date Approved:	21 November 2022
Next Review Date:	September 2025

## **Key Aims**

To increase and eventually 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.
- ensuring that the rights of pupils with disabilities are upheld
- supporting the aims and aspirations of pupils with a disability
- creating a positive attitude towards disability and challenge negative perceptions
- developing a culture of awareness, acceptance and inclusion
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## **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.

## **Financial Planning and control**

The Headteacher, Senior Leadership Team (SLT), Local Governing Body (LGB) and the Trust will review the financial implications of the accessibility plan as part of the normal budget review process.

## **Implementation and Review**

This plan sets out how School will

1. Increase pupils access and participation in the curriculum
2. Improve and maintain access to the physical environment to enable our pupils to take better advantage of education and school facilities
3. Improve the delivery of accessible information to pupils and their families



## 1. Curriculum

Increase pupils access and participation in the 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. At Strathmore all pupils follow the developmental curriculum framework that the school has created. Every pupil has their own personalised learning programme that includes the provision included in their EHCP or that is required in order for them to achieve. This is tailored to meet the individual needs of each pupil, recognising their strengths and interests, as well as identifying personal outcomes. We provide a wide range of learning activities and experiences, appropriate to the age and ability of the pupils, whilst ensuring they develop their independence and become active contributors to their communities. Our school offers a differentiated provision with resources such as AAC and Makaton so all pupils have access to learning. Curriculum progress is tracked for all pupils and appropriate targets are set to ensure they are achievable.

	Objective	Action to be taken	Responsible person	Timescale	Outcome/impact
1.1	To review curriculum to ensure continues to meet needs of all pupils.	Curriculum Review throughout year as part of School development with input from	Senior Leadership	Ongoing through: routine monitoring of pupil progress, Annual Reviews in partnership with families, with reference to Annual and Key Stage Outcomes	Pupils working towards and achieving intended outcomes as jointly set with parents and professionals from all involved agencies
1.2	Review structure and detail of curriculum so that it guides teachers as to the body of knowledge and skills that pupils should learn	School Improvement Partner & School Effectiveness	Team	Ongoing through: routine learning walks and monitoring of pupil progress,	Curriculum sufficiently challenges pupils and enable them to achieve

## 2. Physical Environment

Improve and maintain access to the physical environment to enable our pupils to take better advantage of education and school facilities

This includes improvements to the physical environment of the school and physical aids to access education. We are located over three purpose built facilities. Each site is multi story with lift access to all floors. All buildings are wheelchair friendly, with flat surfaces and widened corridors and door ways. Disabled parking is available on all sites and access to disabled toilets and changing facilities. Hoist tracking systems in all learning spaces and a mobile hoist for outside use. Close work with OT and Physiotherapists to ensure pupils have specialist equipment. OT review and guidance on lunch hall tables and chairs /adapted cutlery.

	Objective	Action to be taken	Responsible person	Timescale	Outcome/impact
2.1	Monitor pupils' independent access to all areas of the different buildings.	Individual monitoring checks	Head of School (HoS), Physio, OT, Admin (regarding access protocols fobs etc)	Ongoing through: routine monitoring of pupil progress and meetings with Therapists	Any physical adjustments are identified and costed promptly. Agreement on urgency sought. Necessary works to be carried out asap
2.2	Ensure emergency evacuations procedures are up to date and all staff relevant staff have received the relevant training (e.g. Evac-Chairs)	Check legislation and compliance with input from Health & Safety. Produce action plan including identifying relevant training.	Estates Team, HoS	Ongoing through scheduled inspections and reviews	The buildings and occupants are safe and know what to do in an emergency, as demonstrated during practices.
2.3	Monitor disabled parking	Ensure bays are not obstructed and that bays are kept free for disabled users	Admin and Premises Manager	All infringements to be addressed immediately	All bays are kept accessible for registered users

### 3. Information

Improve the delivery of accessible information to pupils and their families

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, timetables, 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 time frame. Handouts for Strathmore pupils includes symbols and is delivered in a sensory approach. Advice from Sensory Consortium re: specific HI / VI needs. EHCP outcomes and provision specified in plans and adhered to in all learning activities. Multi-professional team are consulted if further advice required.

Our School uses methods of communication to ensure our pupils have access to learning, such as

- Communication Boards
- -Makaton
- -Adapted keyboards
- -Induction loops
- -Switches and Voice Output Communication Aids
- Intensive Interaction
- -Objects of reference
- Symbols

	Objective	Action to be taken	Responsible person	Timescale	Outcome/impact
3.1	Ensure all relevant staff have received the necessary training e.g. Intensive Interaction	Joint pupil outcome moderation/ planning meetings plus audit of training received.	Senior Leadership Team in collaboration with Therapists	Ongoing At induction, INSET and as per CPD Schedule In response to observations by SLT/Therapists In response to new pupils	Pupils will have specific needs and make progress met through well trained workforce Induction and training, including updates, scheduled into future CPD schedules
3.2	Liaise with Speech & Language Therapy (SaLT) regarding CPD required for Guided Language Displays and any specialist software/ SaLT programmes				

