



## Accessibility Plan

<b>DATE CREATED</b>	July 2022	<b>DATE OF NEXT REVIEW</b>	July 2023 Reviewed August 2023 Next Review July 2024
<b>POLICY OWNER(S)</b>	Head teacher & Director of Learning		
<b>DESIGNATION</b>	School		

<b>Purpose of policy</b>	This policy confirms St. Elizabeth's School statement of intent to ensure that discrimination against any people with a disability/learning difficulty, health and other need does not occur. This plan is written in conjunction with the Equality Act 2010 and applies the principles for all protected characteristics
<b>Intended audience</b>	All School Staff
<b>Links to other policies</b>	Equality and Diversity Policy SEND policy St. Elizabeth's Equality Policy

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## 1. Introduction

This policy confirms St. Elizabeth's School statement of intent to ensure that discrimination against any people with a disability/learning difficulty, health and other need does not occur. This plan is written in conjunction with the Equality Act 2010 and applies the principles for all protected characteristics.

The organisation is committed to its mission and core values:

- Aspirational – We are ambitious for the people we work with. We work with passion to ensure they live their lives to the full, and with dignity. We set high standards and stretching goals and support people to achieve their potential.
- Collaborative – We are collaborative, professional and inclusive. We respect, value and learn from each other. We work in partnership
- Compassionate – We care. We think of life as a gift to be respected, celebrated and cherished
- Creative – We seek out opportunities to be creative, to innovate and have a positive impact. We embrace change
- Joyful – We strive never to lose sight of the fun and joy in life. Our success is dependent on the collective energy and contribution of our staff. Staff who enjoy their work and enjoy being at work are the bedrock of a high quality sustainable service.

The purpose of this plan is to demonstrate how our education setting will, over time increase accessibility to the physical environment, the curriculum and opportunities to participate and learn.

## 2. Admissions

Our admissions policy sets clear our process and principles for every admission. All students will be assessed by the multi-disciplinary team, to assure all needs have been determined and in line with the details provided prior to assessment. The EHCP outcomes, strengths and needs of the child/young person will inform the relevant curriculum and support required.

## 3. Equality and Diversity

Please refer to the [Equality and Diversity Policy](#)

## 4. SEND

Please refer to the [SEND policy](#)

## 5. Accountability

Governors are responsible for:

- Ensuring the school complies with relevant legislation
- Monitoring and evaluating progress towards achievement of the plan

The Head Teacher is responsible for:

- Implementing the plan

- Ensuring barriers to access and learning are addressed swiftly and appropriately
- Reporting on progress against the plan and relevant policies
- Developing appropriate, relevant training for all staff
- Ensuring reasonable adjustments are made as appropriate
- Identifying areas of strength and development across school provision
- Ensuring delivery of provision enables all to participate and progress
- Working collaboratively with multi-disciplinary specialist teams and external partners

## **6. Staff**

St. Elizabeth's is an Equal Opportunity and disability confident employer. Provision for staff is in accordance with St. Elizabeth's Equality Policy.

<b>Plan</b>				
<b>Physical environment</b>				
The school will ensure reasonable adjustments are made in respect of the School environment.				
Action	Measureable outcome	Responsible Person	Milestone/ timeframes	Progress
Ensure facilities meet the assessed needs of every child/young person.	The school is fully accessible to all students.	Head Teacher	Throughout the academic year.	
Capital expenditure budget is reviewed	Additional teaching and learning environments are in place.	SLT / CEO / Director of Finance Governors	By 2025	
<b>Curriculum</b>				
All children and young people have an Education Health Care Plan. Provision is designed to meet the assessed needs of every child and young person. Progress is reviewed at regular intervals to ensure they are make at least expected progress through a range of methods. Reviews of progress are completed frequently. Changes to individual needs are dealt with through a multi-disciplinary, holistic approach.				
Action	Measureable outcome	Responsible Person	Milestone/ timeframes	Progress
Increase off site community and work related learning opportunities.	Breadth of provision available for every CYP improves their progress and life chances.	Head Teacher Deputy Head Teacher	2023 - 2025	
Devise and implement specific behaviour support training for staff	Bespoke training sessions enable improved consistency of support provided and reduced frequency of behaviour.	Deputy Head Teacher Head of Therapy Teachers and LSA's.	2023 - 2024	
Review all PMLD provision to ensure it is able to adapt	Individualised timetabling is improved and	Head Teacher	2023 - 2024	Full review of curriculum

and flex to meet the complex needs of every child.	demonstrates improved progress against outcomes.			design completed.
Research and develop holistic waking day curriculum	Waking day curriculum is embedded across Children's Services	Registered Manager Head Teacher	2023 - 2024	
<p><b>Careers advice and guidance</b></p> <p>Students, parents and carers are able to access impartial information, advice and careers guidance. The school provides regular formal and informal meetings with families/carers and external partners. Staff adapt resources to support students understanding in relation to opportunities for transitioning.</p>				
Develop and implement Service Level Agreement with Services for Young People	IAG Coordinator provides 20-day offer in the academic year. Action planning and transition planning is effective in supporting progress into adulthood.	Deputy Head	2023 - 2024	SLA in place June 2022
Increase opportunities for families/parents/ Carers to visit school.	Post Covid restrictions fully removed and engagement with families improves significantly. Families feedback they are better supported and understand the transition into adulthood.	Head Teacher Deputy Head	2023 - 2024	Frequent opportunities for parents/carers to visit school.