

EP Accessibility Plan

1. Aims

Under Schedule 10 of the Equality Act 2010, EP have a duty to draw up a written plan to increase over time the accessibility of the school premises, the curriculum and information to disabled learners. Under the Act, all of EP's learners are considered to be disabled, as they all have Education, Health and Care Plans (EHCP's). This plan sets out how EP plans / fulfils the following obligations

- 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

This plan should be read in conjunction with the following policies and guidance:

- Access to Fair Assessment
- Admissions Register policy and procedures
- Behaviour Management
- Anti-Bullying
- Child Protection and Safeguarding

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We recognise the potential within all young people, and we seek to release it by:

- Establishing relationships based on mutual trust, honesty and respect
- Encouraging, engaging and motivating young people
- Making learning relevant and transferable
- Raising the expectations of young people
- Promoting active and experiential learning

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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Monitoring and Review

The team meet on a daily basis (Daily De-Brief) and discuss any barriers to learning - in addition to this, management meet on a termly basis (CAP) and discuss disability related issues.

This plan is formally reviewed annually as part of our QA cycle.



Accessibility Action Plan

	Current Good Practise	Actions to be Taken	Responsible	Date	Notes
School Premises	<p>Our premises were built in 2005 and comply with statutory requirements for disabled access. This includes:</p> <ul style="list-style-type: none"> • A lift to allow disabled access to the first floor • Disabled toilets • Appropriate width of doorways and corridors for wheelchair users • Permanent wheelchair Ramps for access to and egress from the premises • Fire evacuation facilities for disabled staff and learners 	Building Alteration / Extension – additional space for 1:1 sessions	Tracy Watson / WBC	Ongoing	Business Plan has been submitted to Members July 2021
Student Timetable / EP Curriculum	<p>Individual and personalised timetables are designed around students, according to their educational, behavioural and social needs and relating to their interests or aspirations. In this way all learning is accessible.</p> <p>A range of accreditations are in place and are continually reviewed and updated in order to ensure all students people have access to a broad and balanced curriculum</p> <p>Standardised Assessments / Access Arrangements</p> <p>Ongoing Monitoring – observations, flight path, reports and meetings</p>	Any identified Barriers - explore options available / associated costs	SMT / Team	Ongoing	

	<p>Team around Child Meetings (TAC) – attended by External Support (Educational Psychologist / Grow Therapeutic Coaching)</p> <p>Curriculum and Planning (CAP) Meetings – internal management meetings</p> <p>Student Voice</p>				
Barriers to Learning	<p>Home Visits</p> <p>Relationship building with parents / carers</p> <p>Holistic Approach</p> <p>Each Student has a dedicated Learning Support Mentor</p> <p>Daily / Weekly Timetable management (as appropriate)</p> <p>1:1 Sessions</p> <p>Staff Training</p> <p>Student Voice</p>	Any identified Barriers - explore options available / associated costs	SMT / Team	Ongoing	
School Information	<p>The use of Learning Support Mentors (LSMs) is crucial to ensuring learners are able to access information.</p> <p><i>Young Person Pack</i></p> <ul style="list-style-type: none"> At induction, the learners are provided with written information about life at EP that is tailored to their needs (using appropriate paper, font, language etc). This is supported by the learning support mentor explaining the information on a 'one to one' basis, at the learner's own pace. 	Any identified Barriers - explore options available / associated costs	SMT / Team	Ongoing	

	<ul style="list-style-type: none">• This information is referred to on an ongoing basis through the mentoring relationship and is also made available to parents and carers. <p>This supportive approach offered by the LSM is also applied to all information provided to learners during their time at EP.</p> <p>Information is also made available through EP's website.</p> <p>Individual timetables are adjusted on a weekly basis and reflect essential changes necessary to meet needs.</p> <p>Enhanced website with the option to increase/decrease font size.</p>				
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