



**Education
Partnership
Trust**

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and communities

ACCESSIBILITY PLAN

Document Control

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Starting points

1A: The purpose and direction of the school's plan: vision and values

Eden School aims to provide first class education and support for young people with special educational needs relating to social, emotional and mental health (SEMH). Eden will provide young people aged 8-16 the opportunities to achieve success in education. Pupils will benefit from an environment that offers a change from mainstream education, challenges their expectations and finds ways to inspire success in preparation for working life. The school sets challenging, but suitable learning goals, responds appropriately to diverse needs and strives to overcome potential barriers in every area of school life.

1B: Information

The school has a good reputation for inclusive practice.

The school has good physical access and was built to conform to the Equality Act 2010. We have wheelchair access, disabled lifts, toilets and changing facilities and dedicated disabled parking spaces. The corridors and doorways are sufficiently wide and most of the building is carpeted. When planning for building work access for pupils with disabilities is considered. Flooring is chosen to contrast with the walls, corridors are kept free from clutter. Curriculum access is considered at planning stages by teachers.

SEND pupils participate in all aspects of school life. We ensure that they can participate in every activity, through careful planning and risk assessments. Where necessary, additional staff are put in place to ensure full access and safety. The physical features of the school are a strength – all parts of the school are accessible to disabled pupils.

Access to information is planned: for example, reasonable adjustments are made to enable learning; visual representations, text size and font colour, page layouts, ICT access, etc., are monitored to ensure maximum success. Students will also have individual support to ensure access.

We have a clear policy on the administration of medicines, with staff trained to administer medication, Epi-pens and use of defibrillator.

We have a clear anti-bullying policy, drawn up in consultation with students and staff and an inclusive ethos which fosters good relationships between students.

Outcomes for SEND students are good. We strive for all our students to make expected or better progress over time.



The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

Ensure appropriate deployment of support staff to connect SEND students to the curriculum, develop independence and promote social interaction.

Ensure high quality teaching for all to improve SEND students' access to the curriculum, including using teaching approaches that promote positive pupil interaction.

Professional development for staff on inclusive classroom practice and on specific disability issues.

2B: Improving the physical environment of the school to increase the extent to which SEND students can take advantage of education and associated services

Easy read texts and large font texts.

Development of dedicated space for Special needs and a small office for meetings with parents, SENCo and individual work.

2C: Improving the delivery to SEND students of information that is provided in writing for pupils who are not disabled

Should the need arise, the school will tape information for students with visual impairments or learning difficulties and can provide pictures or symbols for students with communication difficulties. Parents and students will be consulted to determine preferences – this may take place at annual reviews, during parent teacher consultations or informal meetings.

The school will use specialist services for advice and resources when necessary. The school will also make information for parents available in a range of different formats should the need arise and be mindful of font size and legibility when producing written information. Parents can access more information via the school website, so have the option to increase font size themselves.

The school will continue to phone home regularly as a more efficient and reliable means of communication with parents and improving home/school links.



3: Making it happen

3A: Management, coordination and implementation:

- We will ensure that all staff are aware of the disability discrimination duties through staff meetings.
- We will feed back consultation results to staff.
- The Access Plan will form part of the School Improvement Plan and as such will be overseen and reviewed by the governing body and its committees. The governing body will monitor implementation of the plan through the Headteacher's report, governor visits and the SEN Governor who should meet regularly with the SENCO.
- The plan will be evaluated yearly, informed by discussions with SEND pupils, staff and parents and analysis of data on progress and attainment of SEND pupils. The Access Plan, although forming part of the School Improvement Plan, is also available as a separate plan.
- Accessibility planning will be integrated into the school's overarching planning processes, including premises development, curriculum planning and repairs and maintenance.
- The Accessibility Plan will be co-ordinated with the school's responsibilities towards disabled staff under Health and Safety, race and Human Rights.

Implementation – see action plan attached.

Evaluation of the plan will look at what the school has implemented and what effect those measures have had. The school will consider a range of evidence to reach a judgement. These will include staff confidence in teaching SEND students, parental satisfaction with arrangements made, outcomes for students, the physical environment, multi-agency protocols, the sharing of good practice and the involvement of SEND students in school life.

The Governing Body will report to parents on the school's accessibility plan via the school and the school's website. This will be linked in to other reporting requirements on the arrangements for admission of disabled students, the steps taken to prevent disabled students from being treated less favourably than others and the facilities provided to assist access to the school.

3B: Getting hold of the school's plan:

Copies of the school's accessibility plan are available through the school office
Through the school website: www.edenschool.org.uk

(Required by the Special Educational Needs and Disability Code of Practice 2015 and with reference to the Equalities Act 2010.) To be reviewed annually.

Objectives	Actions	By whom	Start	Finish	Evidence that it is completed
i. improvement in access to the curriculum	<ul style="list-style-type: none"> • Ensure appropriate deployment of support staff. • Ensure high quality teaching, through CPD for all to improve disabled pupils' access. • Staff CPD related to SLCN and Dyslexia strategies. • Identifying reasonable adjustments to offer equality of opportunity. • Improve self-esteem in SEND pupils through school ethos, PHSCE. • Audit extra-curricular activities to ensure participation of disabled students. 	Eden Staff	Dec 2018	Ongoing	<ul style="list-style-type: none"> • Programmes of support. • Staff lists. • SEND pupils with full access to the curriculum, working with independence when appropriate and interacting fully with peers. • Full staff CPD complete.(Blue Sky) • Securing access arrangements and support for external exams. SEND pupils with full

					access to the curriculum. Analysis of clubs
ii. physical improvements to increase access to education and associated services	<ul style="list-style-type: none"> • Development of a new library area with better access for disabled pupils. • Development of room dedicated to Special needs and a small office for meetings with parents, • SENCo and individual work. 	Eden Staff	Dec 2018	Ongoing	<ul style="list-style-type: none"> • New library • fully accessible by all pupils. • Additional resources used extensively to support small group work. • Private space for parents' meetings and consultations with outside agencies.



<p>iii. improvements in the provision of information in a range of formats for disabled students</p>	<ul style="list-style-type: none"> • Consult with parents when necessary to provide information in the appropriate format (Initial interviews and ongoing). • Seek advice from outside agencies when necessary in providing, for example, visual timetables for students. • Investigate and maintain most efficient method of communication with parents. (text alerts, phone calls and email) 	<p>Eden Staff</p>	<p>Dec 2018</p>	<p>Ongoing</p>	<p>Parents/carers/ students able to fully access information.</p>
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