



Accessibility Policy and Plan

Policy Information	
Policy Owner	Headteacher
Issue Version	1.0
Approving Committee	Safeguarding & Well-being Committee
Adopted Date	July 2021
Review Cycle	Annual
Last Review Date	June 2023
Next Review Date	June 2024

Adoption of the Policy

This Policy has been adopted and reviewed by the Trustees of Transforming Futures Trust

A handwritten signature in black ink, appearing to read 'A. Jones', is written over a faint, light-colored circular stamp.

Signed
(Chair of Trust)

Date: 01/07/2021



“Learning for Lifelong Success”

Our Vision:

- We are a learning family founded on strong relationships, a deep sense of belonging and high aspirations.
- We enable all members of our learning family to be the very best they can be in all areas of their lives.
- We support and challenge each other to develop learning and life skills that create a resilient sense of self and help to secure the very best future for each of us.

Our Values:

- **Respect:** We care for every student in our school family, supporting them to understand themselves, others, and the world around them
- **Personalise:** We empower every student to realise their academic and personal potential.
- **Inspire:** We challenge everyone in our school team to enjoy learning, take risks, discover new interests in a fair and safe environment.
- **Achieve:** We prepare each student to be a successful, independent, resilient, healthy citizen in our 21st century world.

All students at the school are offered a broad, balanced, stimulating and relevant curriculum regardless of their background, culture or ability. Each student is valued for who they are and what they bring to the school. We appreciate and celebrate the richness of diversity within the school community as well as the wider community.

Through the work we do across the school within the framework of our school values, we actively promote the importance of tolerance, co-operation, courage, determination, friendship and respect. Through this approach, **students** develop independence, confidence and integrity which prepares them for their future lives.

Rationale

ACE Tiverton Special School designated as a school for students who are identified as high functioning with a diagnosis of Autistic Spectrum Conditions and related Social, Emotional and mental Health needs who are in receipt of an Education, Health and Care Plans, as specified by the Education Reform Act 1981. Within that designation, we cater for the needs of students who are placed by Devon County Council’s 0-25 Team as part of placement request from professionals or parents/family within the annual review process. In addition to their identified needs, students many also have transient or long-term needs in the areas of self-regulation, speech, language, and communication as well as other medical, sensory or social needs

Access to the National Curriculum is required for all our students, and the Dearing Report (1995) revised the Orders in each subject to facilitate this. Where necessary, staff are given the discretion to teach students from Programmes of Study of earlier Key Stages without recourse to formal modification or disapplication procedures, providing due consideration is given to age-appropriate learning contexts. This means that an 11-year-old student with identified learning delays or needs can be taught those aspects of subjects at Key Stage 3 which are relevant and can be rendered accessible, while at the same time continuing to work on suitable material in the programmes of study at Key Stage 3 and 4.

The staff at ACE Tiverton will always endeavour to meet the needs of all students within the school, but too wide a range of need, ability or aptitude within student cohorts will impact upon to students' progress and potential being underdeveloped.

Overview:

- In line with the school's Admission policy all students should be assessed as part of the consultation process prior to admission.
- Quality First Teaching is the primary vehicle by which student's need are met in the classroom.
- Students who need further support are assessed by the relevant member of staff and a personalised support plan developed in conjunction with the most suitable members of our support and Therapy team.
- This plan is discussed with students and their families and regularly reviewed against targets that will be drawn from the students' EHCP and academic pathway to ensure they are appropriately prepared for adulthood.
- Every student's Education, Health and Care plan is reviewed annually with the parents/family by all professionals involved with the student.
- The school has a named Trustee as a direct link, responsible for oversight of this policy.
- Class sizes should not exceed 10 (unless by arrangement with the Head Teacher).

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEN Code of Practice (updated May 2015) says children have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age
 - b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEN.

Definition of special educational provision

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools or maintained nursery schools.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

ACE Tiverton Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors. to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. In accordance with good practice guidelines, we strive to increase accessibility in three main areas:

The Physical Environment

We aim to improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

The Curriculum

We aim to increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

Availability of information

We aim to improve the availability of accessible information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, newsletters, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe. We aim to ask about any disability or health condition in early communications with new parents and carers. This is part of our Admissions Procedures and Medical Care Plans (MCPs) are completed as appropriate, as part of the student risk assessment process. Once at the school, we collect updated information and views regularly from parents and students We will consult with experts when new situations regarding pupils with disabilities are experienced.

Accessibility audits

The Accessibility Plan for physical accessibility relates to the Access Audit of the School. It covers areas

such as:

- Practicality and ease of movement around the buildings- entrances, corridors, stairs, furniture and equipment in classrooms
- Transport/ car parking
- Toilets/ changing facilities
- Access to specialist equipment and furniture
- Signage around the school

Curriculum access

Across ACE Tiverton, we endeavour to serve the local and wider community by offering a fully inclusive learning environment and curriculum that is personalised as appropriate to meet individual needs. All staff are considered responsible for meeting the needs of individual students within their class. There are some areas of the curriculum to which disabled pupils have limited access and present challenges, for example: PE or LOTC for pupils with a physical impairment, science and technology for pupils with a visual impairment.

Decisions are taken on an individual basis as to how we can best support students' ability to access the curriculum following an assessment of need. Support may be provided in a variety of formats including:

Individual support plans

- Input from external specialists
- Suitable technology- i.e. ICT, induction loops
- Adaption of teaching materials, resources, strategies and delivery of learning
- Consideration of special exam access arrangements if beneficial/ appropriate

Other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people. These issues will be considered as necessary based on individual needs.

Staff training and CPD to support understanding of how to meet individual student needs is provided as required. Arrangements will be made as necessary to support individual student’s ability to access activities outside of lessons such as extra-curricular clubs or trips.

Availability of Information

Different forms of communication are made available to enable all students, parents, visitors and staff to express their views and to hear the views of others. Access to information is planned, with a range of different formats or support strategies available for individuals.

Accessibility Action Plans

Individual Accessibility Action Plans (in relation to the physical environment) where required and available are included as appendices. This is a working document and remain under regular review and updates are made as needed through the cycle of implementation.

Accessibility Plan

Area	Explanation	School Response
Physical Environment	Changes: that needs to be made to the building in order to ensure that our pupils and students are guaranteed full access.	Currently 100% of the building is accessible to wheelchair users. Adaptations to the rest of the building or for other disabilities (e.g hearing, vision) will be made on an individual case/needs led basis as determined by admissions.
Curriculum	Resources: Items that need to be bought or adapted in order to guarantee full access.	Programme of resource purchasing to meet individual need as it arises.
	Planning: the way in which the curriculum is organised to guarantee full access for all pupils (e.g. class groupings room allocations, timings, etc.).	On-going meeting of needs in all bases in preparation for, and throughout, each academic year.
Written Information	Curriculum and other materials: how we guarantee that all students who are expected to gain information from written material receive it in a format that they can access.	Learning materials are prepared in appropriate formats.

	Signage: How we guarantee that written information in the physical environment (signs, menus, displays, descriptions, etc.) are in a format, location and position accessible to all students.	All signs are appropriately placed and accessible to students.
Other	Students with Physical Disabilities: how we ensure full access within our school environment.	See comments for Physical Environment above.
	Staff Training and Support: how we ensure that all staff are working towards guaranteeing full access and inclusion for our students and know what to do when they recognise weaknesses in our provision.	<ul style="list-style-type: none"> a. Dissemination of information to all staff through meetings structures. b. On-going identification and meeting of training needs. c. Support from Babcock Advisory Services as required.

Appendix 1 – Version Control Amendments

Version No	Date	Summary of Changes