




NEW ELIZABETHAN - ACCESSIBILITY PLAN NOVEMBER 2022



New Elizabethan School



Policy written by	Steve O’Gara
Designation	Headteacher
Signature and date	 21.09.2023
Ratified by Regional Lead	Andrew Sutherland – Operations Director
Date	 1.11.2022
Next Review	21.12.2024
This policy should be read in conjunction with: Curriculum Policy Behaviour Policy Personal Development Policy Ofsted Framework for School Inspection September DfE guidance and legislation behaviour for learning, anti-bullying and exclusion Team Teach guidance and training Equalities Act 2010 Child Protection Safeguarding policy SEND policy and information report Business Continuity Plan & Risk Assessment	



Our Commitment to Pupils' Safety and Well-being

At New Elizabethan School we respect and value all children. We are committed to providing a safe and secure environment where all pupils feel able to access education. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at New Elizabethan School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. Our curriculum promotes this culture for safeguarding across all subjects and activities we provide for pupils.

Vision and Values

Vision: To provide an aspirational education that inspires young people with additional to recognise their full potential and participate meaningfully in society.

Values: TOLERANCE

Aims

School are required under the Equality Act 2010, to have a published accessibility plan. This is also to ensure compliance with Part 1, paragraph 2(2)(d)(ii), and Part 3 of the Independent School Standards. The purpose of this plan is to:

- 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.

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. New Elizabethan School believes passionately in inclusive education and actively promotes respect and equality throughout the curriculum and through personal development activities. Through implementing an effective curriculum, pupils are taught these values ensuring that no pupils are discriminated against in relation to protected characteristics. More information regarding this can be read in the school's curriculum policy, behaviour policy and personal development policy.

The plan will be made available online on the school website, and paper copies are available upon request. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Legislation & 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. New Elizabethan School makes '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.

Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. It is organised into three tables:

1. Year 1 September 2021 – 2022: Short Term Plan
2. Year 2 September 2022 – 2023: Medium Term Plan
3. Year 3 September 2023 – 2024: Long Term Plan



It highlights the main aim, general areas of current good practice, objectives, accountability measures and success criteria to show how this plan is implemented. The Accessibility Plan feeds into the wider school development plan and is used to strategically improve the school's accessibility for disabled pupils with SEND.

Year 1 September 2021 – 2022: Short Term Plan						
Aim	Current Good Practice	Short Term Objectives	Actions to be taken	Lead	Date of completion	Success Criteria
Increased access to the curriculum for pupils with disabilities	<p>A differentiation curriculum.</p> <p>ASD friendly environment, supported by the school's clinical team.</p> <p>Effective assessment systems tracks progress for SEND pupils.</p> <p>Curriculum tailored to the needs of pupils through pupil learning profiles.</p>	Access to a more varied diet of provision to include social experiences that students have missed out on during Covid.	<p>Social activities - class and wider school group.</p> <p>Consideration to students using alternative space</p>	<p>DHT, SLT</p> <p>DHT, SLT</p>	<p>October 2021</p> <p>May 2022</p>	As a result of improved access to curriculum, pupils continue to make progress across a wide range of subjects.
Improve provision for pupils with SEND.	<p>The SENCOs are currently training, championing SEND across the school.</p> <p>Annual reviews, provision of information is of a high standard.</p>	<p>To complete training. Introduce initiatives relating to IEPs. Become part of school's weekly clinical meetings</p> <p>SEND Policy and Information Report is written and becomes responsibility of SENCO.</p>	<p>HLTAs appointed</p> <p>SENCO to write policy and for it to be approved by the Board of Directors.</p>	<p>HT</p> <p>HG, SM</p> <p>HG, SM HT</p>	<p>Sept 2021</p> <p>January 2022</p> <p>December 2021</p>	<p>SENDCo's and HLTAs fulfilling role. Interventions shown to have measurable impact over time. First progress report on interventions by July 2022.</p> <p>SEND policy and information report written and effectively implemented.</p>

<p>Raise awareness of disability through the curriculum</p>	<p>PSCHE is currently on the timetable.</p> <p>Charitable events are already in place, where students take ownership of events to promote equality.</p>	<p>Consider and extend disability issues through PSHCE and the wider curriculum.</p> <p>Assemblies and other PD activities actively promote disabilities and protected characteristics.</p> <p>Personal development themes will include: disability, equality, LGBT, mental health, respect, anti-bullying, autism awareness, sexual orientation.</p>	<p>PSHCE curriculum to be reviewed.</p> <p>Personal Development Policy to be written and implemented.</p> <p>Assembly rota / theme of the week both published with key focuses on disability and equality.</p>	<p>SLT, KMC</p> <p>KMC, SLT</p> <p>SLT, KMC</p>	<p>September 2021– April 2022.</p> <p>October 2021</p> <p>September 2021– July 2022.</p>	<p>PSHCE curriculum policy written and implemented. Progress checks in Autumn Term 1 shows good progress.</p> <p>Pupils attend assemblies, and are a part of this. Pupils are aware of the theme, and can discuss and debate issues surrounding these with adults and peers.</p>
<p>Ensure provisions are made to reduce the negative impact of COVID-19 – Sept 2021 onwards.</p>	<p>The majority of pupils are currently accessing the school.</p>	<p>Business continuity plan and risk assessment written to ensure accessibility for SEND pupils is maintain to an high standard.</p> <p>Most pupils have access to technology at home so that they are able to access remote learning where needed.</p>	<p>School to be kept open to all pupils.</p> <p>Pupils with SEND have access to the full curriculum during COVID-19.</p>	<p>SLT, MDT</p> <p>SLT, MDT</p>	<p>Monthly update</p>	<p>Positive feedback from parents and carers regarding school’s response.</p> <p>Pupils access the school or remote environment.</p>
<p>Ensure the quality of therapeutic services continues to improve,</p>	<p>Maintain a full clinical team.</p> <p>Training of a Thrive practitioner</p>	<p>Further embed therapies into the curriculum through increasing universal, targeted and specialist provision.</p>	<p>Practitioners to use opportunities to train staff and share good practice.</p>	<p>MDT</p>	<p>September 2021 – July 2022.</p>	<p>Teacher adapt and differentiate learning activities in collaboration with therapists.</p>



improving the accessibility of the curriculum.	Occupational Therapist employed part-time on site.					Pupil incidents of deregulation decrease over time as a result.
Year 2 September 2022 – 2023: Medium Term Plan						
Aim	Current Good Practice	Medium Term Objectives	Actions to be taken	Lead	Date of completion	Success Criteria
Review and extend access to the school environment by developing specialist SEND areas	Pupils have access to a full broad and balanced curriculum, including specialist classrooms.	<p>Pupils have access to specialist areas, designed to improve sensory regulation eg. Sensory room and clinical spaces to be redesigned to suit student’s changing needs.</p> <p>Pupils have access to specialist designed outdoor gym equipment</p> <p>Pupils have access to better outdoor areas, to allow greater independence throughout the day eg. Outdoor covered seating areas</p>	<p>Purchase the CELF-5 to access pupils and diagnosed pupils with speech and language disorders.</p> <p>Purchase the SPM (Sensory Processing Measure) assessment to provide a complete picture of children's sensory processing difficulties at school and at home</p>	MDT, SLT	September 2022 – April 2023.	<p>Specialist areas implemented and students access these.</p> <p>Assessment used to enhance accessibility of provision for pupils.</p>
Provide further opportunities for pupils to experience a greater range of physical activities	A wider range of PE equipment and sensory equipment available for pupils.	PE storage provided so that a greater range of sensory/physical specialist equipment can be stored and easily accessed by pupils.	Capital expenditure budget used effectively to improve provision and storage areas.	HT	September 2022 / April 2023.	<p>Specialist areas implemented and pupils access these.</p> <p>Pupil incidents of deregulation decrease over time as a result.</p> <p>Pupils with SEND have access to a greater range of Physical Education.</p>



Ensure school is fully prepared for further outbreaks	Provision is now in place including an in-school and virtual timetable. Business Continuity Plan in place to assess risk and keep school community safe.	Ensure the school is fully equipped to respond to an outbreak / lockdown with sufficient access to technology.	Purchase a laptop for every staff member and suitable technology for students.	SLT	September 2022.	All pupils able to access education remotely. Additional use to adaptive technology in the classroom.
Year 3 September 2023 – 2024: Long Term Plan						
Aim	Current Good Practice	Long Term Objectives	Actions to be taken	Lead	Date of completion	Success Criteria
Additional space and provision to further improve accessibility of	School has space enough for 45 pupils, but lacks specialist SEND related areas.	Additional Yoga space additional outside therapy space and outdoor break out areas.	Budget plans to be proposed to ensure long term plan incorporates expansion of the school.	HT	September 2023.	Pupils receive greater therapeutic services.

Monitoring Arrangements

This document should be reviewed every 3 years, but may be reviewed more frequently, if required. This will be reviewed by the Headteacher, and agreed by the Regional Lead.