

# Accessibility Plan 2019 - 2022



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## Aims:

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the 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.

As Peak Education predominantly works with those who face significant barriers to learning, this policy is instrumental in ensuring that all students have equal access to a world class education.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

## Action Plan:

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>We utilise bespoke timetabling to enable the students needs and</p>	<p>To ensure that our curriculum is wide spectrum with substantially weighted learning in the areas our students most need.</p> <p>To recognised where learners may be experiencing difficulties as quickly as possible to ensure a rapid and effective response to secure future engagement and equitable outcomes.</p> <p>To provide a world class education which equips our students to transition smoothly into their next steps.</p>	<p>The curriculum needs to reflect the student's aspirations, priorities and potential destinations.</p> <p>A robust system for regular monitoring of student KPI's (Attendance, Behavior, Progression).</p> <p>Careers IAG and local recruitment priorities are considered when designing future curriculums</p>	<p>Head of School</p> <p>Head of School</p> <p>Learning and Pastoral Support teams</p> <p>Learning Support Team</p>	<p>Dec 2019</p> <p>Sept 2019</p> <p>April 2020</p>	

	aspirations to be reflected throughout their learning					
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required.	To constantly review the use, purpose and accessibility of the whole school to ensure equality in physical access to all areas of the curriculum.	Students physical needs are considered at all points during their induction to the school and reviewed regularly	Head of School and Operations Team	Next reviewed September 2019	
Improve the delivery of information to pupils with a disability	Students at the school benefit from high ratios of staffing to support additional needs.	All students are informed participants in their learning journey.	The accessibility of the school and the curriculum is reviewed at least annually and considered during the assessment and admission of new students	Head of School	April 2022	

### Monitoring Arrangements:

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.