

Accessibility Plan for Pathways Education at Sundial Stables

Review Date	November 2023	Next Review by Date	November 2026
Reviewed By	Headteacher		
Approved by Governing Body	December 2023		

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 provision aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The plan will be made available online on the school website, and paper copies are available upon request.

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

Our 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.

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 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 auxiliary aid or adjustments to premises.

Monitoring

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body.

Links with Other Policies

- Risk Assessment policy
- Health and Safety policy
- Accessibility and Equality policy
- Equality and Diversity policy
- SEN Information report

Accessibility Audit

Aim	Description	Actions taken	Person Responsible	Completion Date	Further Actions	Completion Date
Increase access to the curriculum for pupils with a disability	Differentiated curriculum where all SEND needs are met	<p>Planning takes into account student needs.</p> <p>Range of resources tailored to needs of students, including kinesthetic, visual or audio.</p> <p>Low sensory-demand working space available (Tech room and outdoor tables and chairs)</p>	School Team with SLT	01/07/2023	Curriculum development to continue to ensure new students needs are met accordingly	September 2024
	Inclusive curriculum examples	Curriculum resources include people with disabilities, from a range of cultures and representative of different groups.	School Team with SLT	01/07/2023		
	Personalised teaching and learning	<p>Lesson schedules and visual timetables to decrease cognitive load and anxieties.</p> <p>Range of resources tailored to needs of students</p>	School Team with SLT	01/07/2023	C-PEN bought for dyslexia support	January 2024

	Staff equipped to deal with a range of needs	Training to support understanding of SEND Information sharing in team meetings	School Team with SLT	01/07/2023	All staff to access SEN-specific training	January 2025
	Targets are set effectively and are appropriate for all pupils	Baseline assessments are conducted to inform target-setting. Termly targets set in line with EHCP outcomes. Annual Reviews held in line statutory guidance	School Team with SLT	01/07/2023		
	Curriculum progress is tracked for all pupils	Targets measured and reviewed at least termly. Subject specific progress tracked individually across core subjects.	School Team with SLT	01/07/2023		
	The curriculum is reviewed to make sure it meets the needs of all pupils	Weekly curriculum meetings to plan accordingly and review curriculum development needed	School Team with SLT	01/07/2023	Further development of KS4 offer	July 2024
Improve and maintain access	Number of storeys -Ground floor only space	Risk Assessment of equipment and layout Regular checks of equipment and layout of furniture for new intake of pupils	Site team with SLT support	01/03/2021 ongoing		

to the physical environment	Corridor access - Toilet based space only	Ensure access is free flowing	Site Team	01/12/2020		
	Room entrances – A, Project, Tech Kitchen and Office all feed onto the courtyard area	New tarmac to ensure smooth surface and slope access to all class bases.	Site Team	01/03/2021		
	Room entrances – B accessed from rear of project room	Pathway added to aid movement	Site Team	01/11/2022		
	Toilets - 2 single cubicles and 1 disability cubicle	External access toilet is for staff and visitors	Site Team	01/12/2020		
	Reception area - Office is first space to site	All signage in place and access to information (including external contractors) via staff and information board	School Admin team	01/03/2021		
	Internal signage - All H and S	Monitor the access by staff and students to understand the signage clearly via staff meetings. Discuss in all inductions.	Site team with SLT support	01/03/2021		

	including fire signage					
	Emergency escape routes - All rooms have clear signage near doors	All staff aware of emergency exits and routes.	Site Team	01/09/2023		
	Resource shelves – wheelchair accessible height	All shelving units for day-to-day use can be accessed whilst in a seated position	Site team with SLT support	01/09/2023		
	Tables and chair – suitability for a range of pupil heights	OT recommendations given for optimal seating position – Table legs cut off to appropriate height and footstools available for students if needed	Site teams with OT support	17/11/2023		
	School lighting	Appropriate indoor lighting Classrooms and corridor lights checked regularly to ensure good working condition	Site team with SLT support		Review external site lighting in car park	September 2025
	Changing facilities	Swimming hut accessible for changing as needed. Accommodates one pupil at a time. Supervision outside hut.	Site teams	01/06/2022		

<p>Improve the delivery of information to pupils with SEND</p>	<p>Range of communication methods to ensure information is accessible</p>	<p>Internal signage and display boards</p> <p>Pictorial or symbolic representations through Widgit</p> <p>Visual aids and/or social stories routinely used to communicate school activity, news and curriculum content.</p> <p>Large print resources available where needed</p> <p>Communication with parents in a range of accessible formats including email, text, physical copies and website.</p>	<p>SLT and Admin team</p>	<p>01/09/2023</p>	<p>Create student friendly versions of policies and practice</p> <p>Make website more accessible with use of visual/symbols</p>	<p>July 2025</p> <p>July 2025</p>
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Reviewed Nov 2023