

Pathways School

Accessibility Policy and Plan

Policy Monitoring

Date of last review: November 2024

Reviewed by: Saima Ali Majid, Chair of Governors¹

Neil Jones, Headteacher

Date of next review: October 2025

This policy will be reviewed at least annually and following any concerns and/or updates to national/local guidance or procedures.

The Governors of Pathways School are the trustees of Positive Behaviour Support for Learning (registered charity no.1186125)

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Statement of intent

This plan outlines how [Pathways School](#) aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

Pathways School is accessible and inclusive. All our pupils have an EHCP because of identified SEND needs, autism and learning disabilities. We celebrate diversity and the individual. The Pathways2Independence curriculum provides challenging and stimulating learning experiences, with realistic yet high expectations of standards, progress and achievement for all. We aim to be a community where everyone is treated fairly and with respect. We want everyone to have choice and control, and recognise that for some people, extra support is needed to help them achieve and be successful. We take our legal duties on equality seriously. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations.

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils, and their families, with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The Behaviour Analyst will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils are appropriately supported.
- Ensuring they have oversight of the needs of pupils attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit & Plan

The governing board will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Objective	Actions	Date for Review	Resources	Success Criteria
Planning Duty 1: Curriculum				
To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students and prospective students with a disability	<p>Training in making the curriculum accessible to all students, and staff are aware of its importance</p> <p>Staff annual training and development plan includes functional communication response</p>	October 2024	To seek and follow the advice of OT, SLT, ABA consultant, and other SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.	All pupils access the curriculum and make good or outstanding progress
Planning Duty 2: Environment				
To improve the physical environment to enable all to better access and benefit from the facilities and services provided.	Take account of the needs of students and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the premises,	November 2024	Time for research into improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.	Pupils benefit from an environment that meets sensory and physical need, is not overstimulating & allows easy access to all facilities
Planning Duty 3: Information				
To improve the availability of accessible information for students and families.	<p>School accesses local services, including those provided through the LA, for providing information in alternative formats.</p> <p>The school will provide students with information in a format accessible to them. This might include the use of photos or Communicate in Print symbols.</p> <p>Ensure that the</p>	December 2024	<p>Staff who are fluent in languages spoken by families</p> <p>BSL interpreter regularly engaged when necessary</p>	Published information is reported by external stakeholders to be clear and accessible

	information provided matches the communication needs and preferences of families			
Enable improved access to local services by families with children who have autism (including our own pupils)	Establish links with local service providers		Advertise our training and outreach service to local services including doctors, dentists, hairdressers and LA Local Offers.	Children and young people with autism and their families report that they are able to access their local services

Monitoring and review

This plan will be reviewed on an **annual** basis by the governing board and headteacher. The next scheduled review date for this plan is **October 2025**. Any changes to this plan will be communicated to all staff members and relevant stakeholders