

Pathways School

Accessibility Policy and Plan

Policy Monitoring

Date of last review: November 2023

Reviewed by: Saima Ali Majid, Chair of Governors¹
Neil Jones, Headteacher

Date of next review: November 2024

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

¹ The Governors of Pathways School are the trustees of Positive Behaviour Support for Learning (registered charity no.1186125)

1. Introduction

Pathways School is accessible and inclusive. We celebrate diversity and the individual. The 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.

2. Scope and Definitions

Under the Equality Act 2010 schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan is reviewed every three years by the Headteacher and approved by the Governors.

3. Links with other school policies and practices

This Accessibility Policy and Plan should be read in conjunction with the following school policies and plans

- Behaviour Policy
- Curriculum Policy
- Equality and Diversity Policy
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

4. Policy

The staff of Pathways School are committed to working together to provide an inspirational and exciting learning environment where all students can develop an enthusiasm for learning. We believe that students should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Accessibility Plan is structured to complement and support the school's Equality and Diversity Policy and is published on the school website.

We have established a "total communication" environment that aims to make use of a number of modes of communication such as signed, oral, auditory, written and visual aids; depending on the particular needs and abilities of the student.

At Annual Review Meetings parents can request a translator to attend, funded by the LA, if they are not confident in holding the meeting in English.

Each student has an individual timetable and (if required) 1-to-1 support throughout the school day. Programmes and curriculum are monitored daily to ensure that adjustments are made when appropriate, in order that every student makes progress.

Pathways School accommodates the needs of people using wheelchairs.

We actively promote and facilitate access to swimming, horse riding, local college provision and work experience. We organise educational visits in line with the topics being taught and with regard to the social, moral, spiritual and cultural development of the students.

We ensure that training materials meet individual requirements for example, but not limited to, print size, paper colour, audio and visual aids.

To maintain accessibility, where a student or staff member is unable to access the existing facilities or information, we will conduct an individual assessment of need in order to make reasonable adjustments.

We are open to feedback and act swiftly to resolve any reported issues or complications.

All visitors to Pathways Schools are welcome. We will do our utmost to accommodate individual needs and requirements by enquiring prior to any visit. Visitors are met on arrival and accompanied throughout their visit.

The staff handbook is available electronically, and can be printed if necessary. New staff are allocated a peer mentor to ensure that there is help to navigate the organisation.

The Pathways School Accessibility Plan shows how access is to be improved for disabled students, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for students with a disability,
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary
- Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Pathways School Accessibility Plan 2022-2025

Objective	Actions	Resources	Success Criteria
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	Training in making the curriculum accessible to all students, and are aware of its importance Staff annual training and development plan includes Signing and Total Communication	to seek and follow the advice of SIP, 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
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,	Time for research improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.	
To improve the availability of accessible information for students and families.	School accesses local services, including those provided through the LA, for providing information in alternative formats. 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. Ensure that the information provided matches the communication needs and preferences of families Achieve a "Plain English" kite mark	Plain English Kite Mark audit and resources	Published information is reported by external stakeholders to be clear and accessible Plain English Kite Mark awarded
Enable improved access to local services by families with children who have autism		Advertise our training and outreach service to local services including doctors, dentists, hairdressers and LA Local Offers.	Children and young people with autism report that they are able to access their local services