



Accessibility Plan v2

Strive for Education

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Statement of intent

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

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 students with disabilities can participate in the curriculum.
- Where reasonable and practically possible, improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to students with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account students' disabilities and the views of parents and students. In the preparation of an accessibility strategy, the proprietors will have regard to the need to allocate adequate resources in the implementation of this strategy.

The proprietors also recognise their 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:

- Students' parents
- Members of staff
- External partners/agencies

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
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour and Positive Relationships Policy
- Supporting Students with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety /Fire Policy
- Data Protection Policy

2. Roles and responsibilities

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

The SENCO will be responsible for:

- Working closely with the Headteacher to ensure that students with SEND are appropriately supported.
- Ensuring they have oversight of the needs of students with SEND 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 students 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 student as a result of their disability.

3. The Accessibility Audit

Strive will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the Headteacher/proprietors will assess the extent to which students with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the Headteacher/proprietors will assess the extent to which students with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the Headteacher/proprietors will assess the extent to which students with disabilities can access information on an equal basis with their peers.

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

- **Ambulatory disabilities** – this includes students 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 considering students' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Access to the curriculum

As Strive's cohort can change regularly it is important and these elements are reviewed regularly.

Aim	Current Good practice	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions	Success criteria
Improve access to the curriculum	Curriculum is subject to ongoing reviews to ensure it meets the needs of all students	All students continue to have access to a suitable curriculum	Minimum termly review of the adapted curriculum including statements, policies, and procedures to ensure accessibility for all	Headteacher Deputy Headteacher SENCo	Ongoing	All students make progress in line with their personal objectives outlined within their EHCP
	Curriculum which meets the needs of all students. <ul style="list-style-type: none"> • Functional Skills Maths and English • GCSE Maths, English, Science • BTEC Sports / AQA Awards • BTEC Home Cooking / AQA Awards • AQA Outdoor Education • BTEC Construction / City and Guilds (from September 26) • ICT Suite • PSHE • Preparing for Independent Living • Enrichment • Social Studies • Emotional Literacy • Work experience • Art 	Identify additional courses /interventions which meet the needs of learners	Evaluate evidence of student progress in the areas of identified need at least termly Regular review of curriculum Where applicable identify suitable new AP provisions	Headteacher Deputy Headteacher SENCo	Ongoing	All students make progress in line with their personal objectives outlined within their EHCP

	<ul style="list-style-type: none"> Outreach programme <p>Specific interventions:</p> <p>Speech and Language intervention</p> <p>JustB Counselling therapies</p> <p>Art Therapy</p> <p>Alternative Provision</p>					
Curriculum progress is tracked for all students	Curriculum resources to include examples of people with disabilities and additional needs	Audit displays and resources	Schedule refresh of displays	Headteacher Deputy Headteacher SENCo Subject staff	By Sept 2025	Inclusion evident throughout whole school and across all sites
ILPs, Arbor, SharePoint to ensure comprehensive information sharing	Ensure all systems are effective and efficient to share relevant information	Ongoing review of systems and processes to maximise efficiencies and accessibility of information	Headteacher Deputy Headteacher SENCo Operations Director	Ongoing	Information shared effectively and efficiently. Student at the forefront. Evidence by strong outcomes, socially, academically and in line with their EHCPs	
Transition process, enrolment data capture						
Curriculum accessibility is supported by Technology (Laptops / ICT Suite) and Assistive Technology both in the classroom and in examinations	Students have the option to use technology to assist them with their learning with the support of Student support in classroom. Resources such as fidget toys and overlays are provided where required	Accessibility of laptops to be available to all. Additional laptops required	Headteacher Deputy Headteacher SENCo Operations Director	By Sept 2025	Students can access laptops and use independently with supervision Students encouraged to communicate need for an intervention such as a movement break, fidget toy etc	
Exam Access Arrangement Assessments for all identified students taking external examinations	All students in need of access arrangements are identified as early as possible	Continual screening of all students and their progress in line with meeting EHCP and personal outcomes	SENCo	Ongoing	No student is disadvantaged	
Whole school SEN focussed. Whole school staff training	All staff have up to date knowledge and skills Develop every teacher to be a confident teacher of	Identify staff training needs	Headteacher Deputy Headteacher SENCo Operations Director	Ongoing	All students make progress in line with their personal objectives outlined within their EHCP	

		SEND / SEMH, confident on differentiating the curriculum and delivery INSET provided to staff members	Deliver and invest in training / support			
Improve and maintain access to the physical environment	Disabled parking bays NPR = 0 (Loading bays at each side of building plus Disabled parking bay at number 13) Hookstone = 1 Bishop Thornton = 1	Create additional parking bays in line with site size and feasibility	Parking bays at Hookstone and Bishop Thornton to be marked out	Headteacher Operations Director Site Custodian	By Sept 25	Full access to sites for all
	Ramps	Existing ramps in place at NPR and Bishop Thornton	Consider feasibility and requirement to incorporate ramp at Hookstone	Headteacher Operations Director Site Custodian Landlord	By Sept 25	Full access to sites for all
	Accessible toilets	Provide sufficient facilities for all within reasonable proximity	Monitor requirement for additional accessible toilets	Headteacher Operations Director Site Custodian	Ongoing	Full access to sites for all
Improve the delivery of information to pupils & parents with disabilities	Use a range of communication methods to ensure information is accessible					
	Clear signage	Use visual aids - pictorial or symbolic	Ongoing review of signage Identify additional needed Source and install	Headteacher Assistant Headteacher SENCo Operations Director	Ongoing	Full accessibility to services for all
	Accessible website	Maintain a clear and accessible website	Review and check with web supplier for Wordpress updates and other accessible tools	Operations Director Codeias – web supplier	Ongoing	All school information and communications accessible

Monitoring and review

This plan will be reviewed on an annual basis by the Headteacher, Operations Director and with input from Assistant Headteacher and SENCO. The next scheduled review date for this plan is May 2027. Any changes to this plan will be communicated to all staff members and relevant stakeholders.