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Trafford Alternative Education Provision

Accessibility Plan

Working Document

[2022]



Trafford Alternative Education Provision



Our Mission Statement:

Trafford Alternative Education Provision is committed to providing....

A 21st Century education that promotes the academic, emotional and social development of our students. Our aim is to create a holistic, nurturing and inspiring environment where students are supported and encouraged to take charge of their lives, their learning and their decisions. Every student will have an understanding of their personal journey, challenges and future opportunities. All will be encouraged to become independent thinkers and learn to value and respect others thus enabling them to meet the challenges of the wider world. In partnership with parents, carers, schools and outside agencies we will provide students and staff with a positive and supportive learning experience.

We will achieve our vision by constantly thinking about the bigger picture, working as one team, valuing our staff and their continual development and by frequently reviewing, debating and developing the curriculum.



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Policy Title:	Accessibility Plan		
Last Reviewed & Updated:	June 2022	Due for Review:	June 2025

Document control

Version control/History

Name	Description	Date
Linda Thompson	Version 1	August 2022
Linda Thompson	Version 2 Amended to include Action Plan	June 2025

Approvals

Name	Position	Date
Linda Thompson	Executive Headteacher	

Links to

Policy
<ul style="list-style-type: none">• Safeguarding• Risk Assessment Policy• Health and safety Policy

- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting Pupils with Medical Conditions policy

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1. 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.

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.

2. Legislation and 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.

This policy complies with our funding agreement and articles of association.

3. Action Plan

Action Plan A – Improving Curriculum Access

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
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<p>Increase access to the curriculum for pupils with a disability</p>	<p>TAEP 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>Regular learning walks take place with SEND as a focus.</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>All students will be screened for literacy difficulties using LUCID, and significant difficulties will be addressed through a literacy intervention programme, LEXIA. Pupils are also screened for numeracy difficulties using Access Maths and then, if necessary, follow a bespoke intervention using catch up numeracy.</p> <p>All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs.</p>	<p>Screen students on arrival and then plan intervention accordingly. Train specialist support staff to deliver the intervention scheme.</p> <p>The curriculum will be continually adapted in response to changing needs as informed by the SENDCo leads and HOD</p>	<p>SENDCo SENCO HOD</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>All students with a significant literacy or numeracy difficulty will have an intervention in place. This will have a demonstrable impact on progress and attainment.</p> <p>Students with a disability make expected or better progress.</p>
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	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.		SLT	Calendared Learning walks, book scrutiny Lesson observations	
	Increase teaching staff's understanding of other factors including ACE which may impact on cognitive function, focus and behaviour	National College Training Webinars and module around mental-ill health Whole school face to face training ACES	Arrange for all teaching staff to undertake training in 'Mental Health and Wellbeing in Children' in order to be able to better recognise and support the impact of Mental Health issues on learning and behaviour. Additional training also available to staff in 'Adverse Childhood Experiences' which can impact on cognitive function and can have an adverse effect on mental	Executive Headteacher All staff	September 2021 January 2021	Staff have a deeper understanding of mental ill - health

	TAEP invests in resources to meet individual child's needs, such as: Interactive whiteboards, text to speech pens, iPads, laptops, writing boards, overlays, specific medical chairs.	To closely liaise with Trafford's Sensory Impairment Team and SEND				
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Action Plan B – Improving Physical Access

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
Improve and maintain access to the physical environment	The environment is adapted to the needs of students as required. This includes:	Students with specific needs have the appropriate equipment and furniture in place to allow them access	Collate information schools and external agencies to ensure that the necessary equipment is	SENDCo Form Teachers	Ongoing	Students will have full access to the physical environment of the school.

	<ul style="list-style-type: none"> • Ramps • Corridor width • Accessible parking bays 	to their lessons.	<p>purchased on admission</p> <p>Develop Personal emergency evacuation plans (PEEPs) for specific students. Support staff informed of which students they are responsible for in an emergency situation. Peeps forms are stored with emergency evacuation</p> <p>.</p>			
		Subject Teachers ensure that appropriate seating plans are in place to support students with a disability in their access to each room.	Staff are continually informed of all students with a disability and the difficulties they may face with access within certain rooms.	Subject teachers I informed by SENDCo	Ongoing	All identified students are seated appropriately in rooms to ensure maximum access within each room.

Action Plan C – Improving the Delivery of Written Information

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
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. Pupil Profiles and planner stickers allow for information to be available easily.	All identified children will have a EHCP	Staff to be familiar with EHCP	SENDCo	Ongoing	Staff will be fully equipped with the right strategies to support students with disabilities and this will ensure that students can access all information delivered in lessons.
		Regularly review access to information in	Invite parents/carers and students to termly access	SENDCo	Ongoing	Improved systems across the school will support

		collaboration with parents/carers and students to ensure that communication methods are appropriate to need.	meetings			disabled students to access all information.
	Review documentation on website to check accessibility for parents with English as an Additional Language	TAEP will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.				

4. Monitoring arrangements

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by