

Written by	Anna Hulme	October 2021	
Reviewed by	Anna Hulme and Mary O'Friel	October 16 th 2022	

Accessibility Plan

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.

Contextual Information:

Intuition School has been described as having a 'welcoming, safe and delightfully happy environment in which students thrive and want to do their best.' We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We do this by taking account of students varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes, and well-being of all our children matter.

A Disabled toilet is available on the ground floor and an additional student toilet on the first floor. Our building can be accessed from the front and has two small steps or along our drive at the side which has wheelchair access. At present we have no wheelchair dependent pupils, parents or members of staff.

Current Range of known disabilities: The school has children with a range of disabilities to include moderate and specific learning disabilities. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant leisure and cultural activities and educational visits.

The plan will be made available online on the school website, and paper copies are available upon request.

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, the complaints 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

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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.

This plan shows how Intuition School intends, over time, to increase the accessibility of our school for disabled students, staff, parents/carers and visitors.

All staff and governors feel confident their needs are met. Ensure staff aware of Environment Access Standard

Parents have full access to all school activities

In this policy we also include those whose first spoken language is not English as additional resources may be required.

Consider access needs during recruitment process and what reasonable adjustments may be needed

3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	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>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils Regular reviews of all planning • We use resources tailored to the needs of pupils who require support to access the curriculum • Termly reviews of PSSPS • Assessment Policy and procedures to be followed • Check Marking policy followed • The school's ICT infrastructure enables us to access a range of materials supportive to need. • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs 	<ul style="list-style-type: none"> • Curriculum resources include examples of people with disabilities • Be aware of staff training needs on curriculum access to raise staff confidence in strategies for differentiation and increased pupil participation • Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required 	<p>Check teaching resources and literature/websites accessed are inclusive</p> <p>Liaison with agencies to ensure EHCP needs and disability requirements met</p> <p>Staff Appraisal Processes</p>	<p>Anna Hulme</p> <p>Anna Hulme</p> <p>Anna Hulme</p> <p>Anna Hulme, Amy Bevan, Clare Hammond</p>	<p>July 2022</p> <p>Yearly at EHCP Reviews</p> <p>Yearly</p> <p>By July 2022</p>	
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> • Seek support from LA hearing impaired unit on the appropriate equipment • All educational visits to be accessible to all. 					

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<p>Improve and maintain access to the physical environment</p>	<p>It is hoped that in the future we will be able to expand the school, maybe to an additional or bigger site to improve the facilities. We keep resource provision under constant review.</p> <ul style="list-style-type: none"> • Access issues do not influence recruitment and retention issues <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • All fire escape routes are suitable for all • wheelchair access to ground floor level • All disabled staff, students and visitors able to have safe independent egress • Visually impaired people feel safe in school grounds 	<p>The schools Improvement planning process is the vehicle for considering such needs on an annual basis.</p> <ul style="list-style-type: none"> • Access plans are part of the Pupils Support and Safety Plan process • Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties • All disabled pupils and staff working alongside are safe in the event of a fire 	<p>All PSSPs will have a section based on Access including a PEEP</p> <p>All staff to be aware of the needs of each student - PSSPs to be written and updated by Keyworkers and disseminated to all staff</p> <p>Add questions regarding this to Induction paperwork for staff and to students' initial assessment paperwork</p>	<p>Keyworkers</p> <p>Keyworkers</p>	<p>By July 2022</p> <p>Every initial Assessment (on forms by July 2022)</p> <p>On paperwork by July 2022</p>	
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		<ul style="list-style-type: none"> • Be aware of staff, governors and parents access needs and meet as appropriate. Through questions and discussions find out the access needs of parents/carers • Consider needs of disabled pupils, parents/carers or visitors when considering any redesign • Improve signage and external access for visually impaired people • Yellow strip mark step edges • School signage visible from the road 	<p>Purchase larger font signage and use visually clear colours</p> <p>Strips to be renewed</p> <p>Signage to be improved - enlarged</p>		<p>By July 2022</p> <p>By July 2022</p> <p>By July 2022</p>	

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment at Diamond Families Farm</p>	<p>Students with disabilities are assigned a one to one member of staff to support them</p> <p>Students with disabilities are written a care plan, which all staff must follow</p> <p>If students cannot mobilise animals and equipment will be brought to them</p> <p>Easier to access toilets have been installed</p>	<p>Ensure farm staff are informed and have received relevant training and paperwork to support students with disabilities.</p> <p>Ensure students with disabilities are made familiar with the most accessible routes around the farm.</p> <p>Ensure every opportunity is taken to enable students with disabilities to gain the same experiences as other students through changes and adaptations made.</p> <p>Ensure 1:1 staff are aware of arrangements and procedures in the event of fire or other emergency.</p>	<p>Regularly check that paths are in a good state of repair and kept as accessible as possible.</p> <p>Ensure that toilets are as accessible as possible with steps provided always in place.</p>	<p>Farm maintenance staff</p> <p>Farm manager</p> <p>Students 1:1 support</p>	September 2022	

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4. Monitoring arrangements

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

It will be approved by Emma Shutt (Proprietor and Director), Anna Hulme (Principal) and Michael Squire (Chair of the Governing Body)

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- 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