Accessibility Plan

May 2024 – May 2027

Introduction:

Regency Source Alternative Provision endeavours to comply with its duties under Part 4 of the Disability Discrimination Act 1995 (DDA), as amended, by the SEN and Disability Act 2001 (SENDA) and observes the DfES guidance provided in "Accessible School: Planning to increase access to schools for disabled students' as issued in July 2002 and the Equality Act 2010 by:

- not treating disabled students less favourably for a reason related to their disability;
- making reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- planning to increase access to education for disabled students.

The Accessibility Plan sets out the provisions proposals to provide an accessible environment that values and includes all students, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability, accessibility and to develop a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to increase access to education for students, staff and visitors in the three areas required by:

- increasing the extent to which disabled students can participate in the curriculum /extra-curricular / leisure and cultural activities / visits.
- improving access to the physical environment of the provision and the physical aids available so as to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery of written information that is provided in writing for students who are not disabled.

Compliance with this legislation and guidance complements the ethos of the provision in its aim to reduce barriers and to increase access to the curriculum / activities for both current and prospective students and it serves to enhance both the Equal Opportunities and SEN Policies.

Definition of Disability:

As defined by the Disability Discrimination Act 1995:

"A person has a disability 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 carry out normal day to day activities."

Statement of Intent

In its aims "to develop effective and independent learners who achieve their full potential" and "to develop a positive learning environment for all" the provision will:

- involve staff, students and parents in the development of the plan to help create a sense of ownership of the plan;
- support and provide training for staff to enable them to perform their duties as required so that they understand and implement the requirements of the legislation and guidance;
- resource, implement, monitor / review and revise the Accessibility Plan as required, so as to address the increasing and changing needs of current and prospective disabled students;
- all staff will have access to the plan on the website and hard copies will also be made available as required;
- recognise and value parents' knowledge of their child's disability and the effect it has on his/her ability to carry out normal activities;
- respect parents' and the student's right to confidentiality;
- develop action plans on the key aspects of accessibility and ensure that these are reviewed annually during the summer term by school staff and governors and that new plans will be drawn up every 3 years.

The provision's complaints procedure covers the Accessibility Plan.

The Accessibility Plan will be monitored by OFSTED as part of their inspection process.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Teaching and Learning Policy
- Equal Opportunities and Diversity
- Equality Objectives
- Health and Safety
- Positive Behaviour Management
- School Improvement Plan
- SEND
- Curriculum

General Data Protection Regulation:

All data within this policy will be processed in line with the requirements and protections set out in GDPR.

<u>Monitoring and Review:</u>

The Senior Leadership Team will monitor the effectiveness of the Accessibility Plan.

The Accessibility Plan is subject to an annual update and will be reviewed again – in full – in May 2027. In the event of any significant changes within the organisation e.g. changes in legislation and/or changes to management arrangements within this timeframe, Regency Source reserves the right to make whatever changes it deems appropriate.

Any updated policies and procedures will be made available on the shared drive.

Accessibility Plan Written	14th May 2024	M Thorne (Head of AP)
Accessibility Plan Adopted	14th May 2024	SLT
Policy Reviewed		

Accessibility Plan:

Increasing the extent to which all students can participate in the provision's curriculum.			
Target	**Strategy**	**Timeframe**	**Outcome**
Improve the teaching and learning for all students.	Staff CPD. Develop independent learners who achieve their potential. Upskilled staff through in house and external qualifications. Expansion of team.	On-going	Upskilled staff. Learners able to focus on emotional regulation and improved work efficiency. Staff team knowledge and professionalism increased. Development of provision.
Develop appropriate materials and curriculum pathways to meet the needs of all students.	Continue to develop resources appropriate and fit for qualifications. Create resources which support the teaching of PSHE. Assessment outcomes match the work provided for each student.	On-going	Supported materials to allow students to succeed. Resources are fit for purpose and succinct in support. PSHE taught daily. Assessment points ensure for tailored support for students.
Learning environments are effective, fit for purpose and supportive of all students.	Focus on questioning linked to SIP. Consistent marking of student work in line with marking policy. Values driven approach. Display materials are relevant, fit for purpose and updated regularly. Consistent classroom expectations.	On-going	Higher order thinking skills and questioning where answers are justified. Improvement in students work rate and responding to feedback. Values evident in all aspects of Regency Source. Displays are relevant and up to date.
Develop high performing teams who focus on a child centred approach consistently.	Develop teamwork dynamics. Supportive ethos linked to mental health and wellbeing policy.	On-going	Collegiality between colleagues. Supportive and reflective practise.
Promote equality for all.	All staff aware of equality objectives and protected characteristics. Staff aware of gender and disability equality duty. Increase staffing to support the business, staff and students. Disability awareness days.	On-going	Protected characteristics are supported within the provision. Equality objectives are clear and staff aware of how to develop these. Reflective practise across the provision to ensure students receive timely support. Develop empathy between students.
Eliminate discrimination and harassment	Anti-bullying review and workshops. UNCRC	On-going	All students involved in PSHE to address anti-bullying.

	Specific facilities for use of those presenting with any form of disability.		UNCRC application completed and at least Bronze achieved. Ensure the building itself is fit for purpose, including for those presenting with any disability as recognised under DDA 1995.

Improving access to the physical environment of the provision and the physical aids available so as to increase the extent to which disabled students can take advantage of education and associated services.

Target	Strategy	Timeframe	Outcome
Improved emergency egress from site.	Review and improve access / egress to first / second floor. Increase access to moving and handling / emergency egress training for staff.	On-going	Continual work around safer exits from the building. Staff trained appropriately to support needs of students.
Improved access / egress to site.	Audit access and egress to site for improvements. Maintenance work completed on a rolling programme including safe edging. Review fire evacuation procedure.	On-going	Improved safety of front door. Building maintained and fit for purpose at all points – inspected frequently using GEMS. Fire evacuation procedure is robust and serves to ensure safety of all students, staff, visitors and where applicable; members of the public.
Improved working environment for all students, including those with any disability.	Review the classroom environment for physical and sensory changes. Colour scheme to be reflective of the sensory needs of the students.	On-going	Lighting to be changed and fit for purpose. Blinds to be installed on all classroom windows. Calmer working areas and zones for students to succeed in.
Improved communication across the site.	All staff aware and use daily WhatsApp group. Staff to have face ID on WhatsApp. CPOMS used daily by staff to keep concerns and low level concerns up to date.	On-going	Regular checks of where staff and students are at all times for safety and security. GDPR for WhatsApp whilst using mobile phones at work. Regular updates on CPOMS to ensure all students are kept safe and any concerns or low level concerns are reported direct to DSL.
Fire alarm.	Visual alarm installed. Half termly fire alarm checks completed.	On-going	Visual alarm fitted to allow those with disabilities to be

			able to safely egress the building. Rotate emergency fire points to ensure safe working of fire alarm.
Risk Assessments, PEEPs.	Update fortnightly on ILRA. Identified students from ILRA to have specific RA. PEEP where appropriate for those needing specialist educational provision whilst on site.	On-going.	Continual monitoring for safety of students and staff. RA's specific and maintained by staff team for students that are identified as needing a RA to ensure safety and engagement from student. Where appropriate a specific plan to support and supplement educational provision is written down, evidenced and reviewed.

Improving accessibility of written information.			
Target	**Strategy**	**Timeframe**	**Outcome**
Marking of work is clear, succinct and in line with policy.	In line with marking and feedback policy.	On-going	Marking and responding to feedback allows students to improve their work.
Work created is fit for purpose, checked for readability and is able to be understood by students.	Audit work created to ensure it is of a high quality and able to support and enhance the teaching and learning for students.	On-going	Work created is of a high standard, with high expectations of what students can and should achieve over time.
Availability of written work in alternate formats, including coloured paper, overlays, braille, alternate languages.	Upon request or identified need based on referral information, feedback from family or upon observation of the child.	On-going	Work is supportive of the developmental needs of the child to remove barriers to learning and promote success.
Provision information available in alternate formats.	Upon request or identified need based on referral information.	On-going	Allows for students and families of varying needs, disabilities to access the information at the provision without issue.
Readability of information available to students is	Child friendly (key) policies are created and shared to students.	On-going	Students able to articulate the key information to others when questioned referring to child friendly policies.

accurate and succinct, including child friendly versions.			
Staff awareness of effective communication and impact of this with others.	Audit termly reports. CPOMS entries are accurate and follow template and guidance.	On-going.	Improvement in professional communication amongst staff. Reports show clear structure and show deeper understanding of the audience. CPOMS entries are succinct and powerful in highlighting the information required for concerns including low level.