



Rivers Education Support Centre Accessibility Plan

Last updated: September 2023

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Statement of intent

This plan outlines how Rivers Education Support Centre aims to increase access to education for pupils 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 pupils with disabilities and/or additional needs can participate in the curriculum.
- Improve the physical environment of the school, wherever possible, to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The management committee also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities and/or additional needs are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities and/or additional needs 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:

- The headteacher and other relevant members of staff.
- Management committee
- External partners.

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
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The management committee 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.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and/or additional needs and medical conditions.
- Establishing whether a new pupil has any disabilities and/or additional needs or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the management committee, 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 and management committee to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils 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 pupils and/or additional needs 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 pupil as a result of their disability and/or additional needs.

Action Plan

This plan sets out our aims and objectives for meeting the accessibility criteria for the curriculum and physical environment

Aim	Strengths	Development areas	Sources of evidence	Actions required	Review
<p>Assessing and understanding pupils' SEND needs</p>	<ul style="list-style-type: none"> • Baseline testing tests literacy and numeracy • ADHD/ medical/ mental health questionnaires completed on request from external agencies • Risk reduction plans devised in relation to pupils needs • Anxiety mapping for identified pupils <ul style="list-style-type: none"> • SENCO attends all relevant induction/option meetings. • All students are baselined and identified students assessed for access arrangements • SENCO liaises with mainstream schools or previous educational setting to gather information 	<p>Consult with previous setting on needs in relation to risk reduction plans Schools to provide APDR documents</p> <p>Build on consistency with mainstream schools in terms of information received</p>	<p>KS3 SEND tracking document Risk reduction plans Anxiety maps Questionnaires Provision map SEND in a nutshell Pupil passports Teaching and learning plans for students with EHCPs Transition plans for identified pupils post-16 (KS4 only) Weekly tracking meetings</p> <p>Induction notes, pupil passports, tracking minutes, teaching and learning plans, provision maps</p>	<p>Follow adaptations to local SEND working practices</p> <p>Weekly SENCO meeting with Deputy Headteacher</p>	<p>Autumn 2023</p> <p>Autumn 2023</p>

	<ul style="list-style-type: none"> Phoenix lead and base teacher are both experienced SENCOs All teaching and interventions are needs led. Anxiety mapping and SPLD screening completed if indicated there is a need. 		Pupil files		
Specialist services supporting pupils with additional needs	<ul style="list-style-type: none"> Positive links established with specialist services Counselling services employed. Liaison with EP team. Regular liaison with SEND lead and school SENCOs 	Specialist therapies need more development	Evidence from mental health support workers, counselling service, educational psychologists in line with EHCP applications Provision map evidences any advice from an external agency Referral forms	Investigate music and art therapy	Autumn 2023
Tailored curriculum to support the specific learning needs of individual pupils	<ul style="list-style-type: none"> Work is differentiated on a lesson-by-lesson basis Provision map informs adaptive teaching strategies Targeted differentiation for identified pupils Anxiety mapping for identified pupils All learning is personalised to allow for needs of pupils. Differentiation is in place across the key stages. Reading and Maths are given a priority to ensure functional skills in place for return to mainstream school. 	Work targeted towards pupils' next provision	Curriculum mapping Lesson planning Anxiety maps Reset programme: Early morning check-in/ review of the day Provision map SEMH Assessment tool completed beginning, middle, end.	Continue to gather information on pupils from observation and other stakeholders for a broad understanding of needs Investigating use of Boxall profile	Autumn 2023

	<ul style="list-style-type: none"> • ASD strategies are employed for these children with social communication difficulties including demand avoidance strategies. • SENCO takes a leading role in the KS3 reset programme, a 12-week placement for pupils returning to mainstream school 				
Improve and maintain access to the physical environment	The school sites have been adapted, and will continue to be so where possible, to meet the needs of pupils and staff/visitors.	<p>Installation of portacabins to increase learning spaces and provide wet room / wc facilities</p> <p>Development of KS3 shed into a gym</p>	<ul style="list-style-type: none"> • Disabled WC facilities at all sites • Widened door frames at KS4 and the Phoenix centre • Disabled parking bays at all sites • Disabled access to reception entrance at KS4 and the Phoenix centre • Sensory room at the Phoenix centre 	Continue to monitor and plan necessary adaptations	Summer 2024

Monitoring and review

This plan will be reviewed on an annual basis by the management committee and headteacher. The next scheduled review date for this plan is September 2024. Any changes to this plan will be communicated to all staff members and relevant stakeholders.

Date plan last reviewed: September 2023
Signed by:

_____	Headteacher	Date: _____
_____	Chair of Management committee	Date: _____