ACCESSIBILITY PLAN: 2025 - 2027

PROGRESS SCHOOL

Introduction

The accessibility plan shows how school/college access is to be improved for children and young people/students, staff and visitors with disabilities in a given timeframe. It anticipates the need to make reasonable adjustments wherever practicable.

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all children and young people with a disability can take full advantage of their education and associated opportunities.

Definition of disability

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.

Key Aims

To increase and eventually ensure for children and young people/students with a disability that they have:

- total access to our environment, curriculum and information and,
- full participation in the school community

Principles

- Compliance with the Equality Act is consistent with our aims and equal opportunities policy and SEN policy
- We recognise their duty under the Equality Act:
    - Not to discriminate against disabled children and young people in their admissions and exclusions, and provision of education and associated services
    - Not to treat disabled children and young people less favourably
    - To take reasonable steps to avoid putting disabled children and young people at a substantial disadvantage
    - To publish an accessibility plan

- In performing their duties the management team have regard to the Equality Act 2010
- Our setting
    - recognises and values the child or young person's knowledge/parents' knowledge of the child/young person's disability
    - recognises the effect their disability has on his/her ability to carry out activities,
    - respects the parents' and child's right to confidentiality
- The setting provides all children and young people with a broad and balanced curriculum that is differentiated, personalised and age appropriate.
- The plan covers a three-year period, will be reviewed at least annually and will be cross referenced in the SAR/SDP/CIP & SEF/SER as appropriate.

Increasing Access for disabled children and young people to the curriculum

This includes teaching and learning and the wider curriculum of the school/college such as participation in after school/college clubs, leisure and cultural activities and educational visits.

List key actions here:
• For each pupil to be given an individual curriculum offer. MATCHED TO THEIR INDIVIDUAL NEEDS • To ensure all pupils have access to resources apropriate to their level of need • To ensure all staff are fully trained in Sensory Processing. • To use relevant data to demonstrate pupil progress and engagement within the curriculum. • Staff trained to meet individual pupil's medical needs if applicable • To create an individual, reflective timetable for each pupil to support their individual needs

Improving access to the physical environment of the school/college

This includes improvements to the physical environment of the school/college and physical aids to access education and to evacuate the school/college safely.

List key actions here:
• To ensure relevant areas of the school are able to be accessed by pupils with Physical disabilities • To ensure the physical environment is respectful of pupil's individual needs linked to their Autism OR DIAGNOSED NEED • Activities outside school ARE chosen to support pupil's individual access needs • To ensure staff fully aware AND KNOW WHAT TO DO TO MEET all pupil's individual needs. • To continue to develop the outside area to facilitate further learning opportunities for all pupils

Improving the delivery of written information to disabled children and young people

This will include planning to make written information that is normally provided by the school/college to its children and young people available to disabled children and young people. Examples might include handouts, timetables, textbooks and information about school/college events, and information available electronically, including via virtual learning platforms. The information should take account of children and young people' disabilities and children and young people' and parents preferred formats (e.g Makaton/PECS/ alternative language such as Welsh) and be made available within a reasonable time frame.

List key actions here:
• Ensure signage is suitable for non readers and is clear and well situated • To understand the needs of each pupil and ensure information is given in the correct format eg. supported by visuals , audio format. • To ensure all communication with pupils is supported by their chosen method of communication.

Financial Planning and control

The Head teacher/Principal and SLT will review the financial implications of the accessibility plan as part of the normal budget review process.

List key actions here:
• Financial implications to be discussed within termly governance meetings.

Accessibility Action Plan: 2025 - 2027

PROGRESS SCHOOL

COMPLIANCE WITH THE EQUALITY ACT					
Accessibility Outcome	**Action to ensure Outcome**	**Who is responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
As an employer to ensure that all employees are not subjected to any discrimination and are treated equally.	Clear ethos and school culture established. Clear routes to raise any concerns of incidents of discrimination or inequality. TO IMPLEMENT ASPRIS POLICY: Equality,Diversity and Inclusion.	CV	Long	ongoing	Visions and values re visited annually Daily meetings with Phase leaders to discuss day and raise concerns Headteacher accessible to all staff every day both in a morning and evening meeting and throughout the day. Whistleblowing posters displayed throughout the school.
To create a curriculum offer that is aspirational and does not discriminate any pupils	To ensure all pupils are receiving an equitable curriculum. To ensure all pupils have access to a robust Personal Development offer.	CV	Long	ongoing	Direct teaching time/ therapeutic support is equal to others within the same pathway Evidenced on each pupil's bespoke timetable PD offer developed and reviewed .
To ensure that all Staff are aware of the Equality act 2010 and protected characteristics.	Staff training focusing upon our PD offer and how the Equality Act feeds into it.	CV	Long	ongoing	Staff training as part of training schedule.

To ensure appropriate policies refer to the Equality act	CV to ensure Equality Act features in relevant policies	CV	Short	July 26	As part of review cycle
To ensure Personal development curriculum allows opportunities to teach , model , discuss or celebrate Protected characteristics.	PSHE scheme has Equality act interwoven into it. CV to ensure PC are a featured part of lessons.	CV	Long	ongoing	New curriculum design September 2025 PD and Equality running through offer.

ACCESS TO THE PHYSICAL ENVIRONMENT					
Accessibility Outcome	**Action to ensure Outcome**	**Who is responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
To ensure relevant areas of the school are able to be accessed by pupils with Physical disabilities	When needed, individual rooms assigned in line with pupil's physical difficulties. Transitions to classrooms and therapy rooms carefully considered and planned.	CV	Short term as needed		Ensure timetabling, room assignment, staffing ratio carefully considered to fully support access.
To ensure the physical environment is respectful of pupil's individual needs linked to their Autism or diagnosed needs.	Individual rooms or spaces created to reflect the individual need of each pupil. Each room contains bespoke resources and equipment to support individual needs.	CV	Short term	Ongoing	Each room created alongside pupil and family as part of Connection phase. Resources changed and adapted as and when needed
Activities outside school are chosen to support pupil's individual access needs	As part of their bespoke curriculum activities and chosen to reflect each individual's access needs	CV	Short Term	ongoing	Activities discussed with parents and careers and staff team Risk assessments created .
To ensure staff fully aware and know what to do to meet all pupil's individual needs.	All staff contribute to each pupil's individual documentation and will review and amend as appropriate. Pupil centred training and daily de brief ensure all information in relevant and shared across the whole school.	CV	Short term	Ongoing	Each pupil has an All About me File , in which all updated information about the pupil is stored.
To continue to develop the outside area to facilitate further learning opportunities for all pupils	Outside Classroom to be resourced and set up each week in line with current learning/ curriculum needs. Bid for POD to support micro enterprise within post 16 pathway	CV	Short Term	ongoing	TA team has responsibility to set up and create resources for outdoor area linked to current themes or topics.

ENSURING INCLUSION IN THE SCHOOL/COLLEGE COMMUNITY					
Accessibility Outcome	**Action to ensure Outcome**	**Who is responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Working in partnership with parents , professionals , pupils and the staff team to ensure all are included when making decisions for pupils.	School to ensure professional working relationships with all involved with each pupil including Social care, Virtual school and LA SEND team	CV Teaching team Therapy team	Short term	ongoing	CV and members of school team attend every professional meeting for each pupil. Sound relationships and communication between home and school.
Early and accurate assessment of pupil's needs is gathered.	School has developed new Connection Pathway Sept 2025 in which starting points and past experiences of new pupils are gathered in a timely fashion.	CV Connection phase lead	Short term	ongoing	Assessments completed and information gathered as part of Connection Pathway.
To ensure ongoing assessment and flexibility in approach will ensure pupil's needs are met at all times.	Daily whole school feedback meetings, home school diaries , behaviour logs and 1:1 teaching and therapy all ensure that a precise and accurate picture is maintained of each pupil and how they are accessing and engaging with their individual curriculum.	CV Teaching team Therapy team	Short term	ongoing	Meetings held daily , logs completed daily by staff team to ensure rounded picture of pupil is gained**.**
Relevant staff training provided to support understanding of pupil's needs	Staff training , pupil centred meetings held.	CV Teaching Team Therapy Team	Short term	ongoing	Training provided based on pupils needs and presentation.

ACCESS TO THE CURRICULUM					
Accessibility Outcome	**Action to ensure Outcome**	**Who is responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Personalised Curriculum	Provision of bespoke learning plan for each pupil in line with individual need. Monitoring of planning Screenings and assessments by teaching and therapy team. Curriculum adapted in line with pupil need and engagement.	CV	Short term	ongoing	Each pupil has a bespoke learning plan, in line with needs and EHCP targets. Regular meetings with key workers and review of learning ensure effectiveness of bespoke provision.
Therapeutic support	Timely assessment for each pupils to establish communication, sensory and behavioural needs. Creation of PBSP, communication and sensory passports to share needs with all staff. Resources created or purchased based on each pupils needs.	CV LG SS	Short term	ongoing	Assessments completed as part of Connection pathway , collecting all prior information and in house assessments.
To ensure each pupil is able to access learning within the community	Outdoor activities chosen to suit each pupil's needs and abilities. Completion of risk assessments.	CV Teaching team	Short term	ongoing	Each activity is risk assessed before pupils attend. Activities chose to compliment targets, needs or interests of pupils.

To ensure each pupil has access to any resources and equipment to support their access to the curriculum.	Provision of any equipment needed, sensory, communication aids etc	CV Therapy team	Short term	Ongoing	Equipment ordered and provided as an ongoing process but also part of the Connection phase.

ACCESS TO INFORMATION ADVICE & GUIDANCE					
Accessibility Outcome	**Action to ensure Outcome**	**Who is responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Ensure signage is suitable for non readers and is clear and well situated	Signage prominent throughout school	CV LO	Short term	ongoing	Signage changed and adapted as needed.
Develop delivery of information in writing in an appropriate format where required.	Provide suitably enlarged print, braille versions where required, use of coloured backgrounds Use of matt laminates for pupils with VI	CV AD	Short Term	ongoing	When required ensure appropriate format used.
Ensure information can be offered in other languages	Ensure access to translators of other languages, including BSL.	CV	Short Term	ongoing	When needed.
Review information sent to parents to ensure it is accessible	Ensure information provided is clear and presented in a format which is easily accessible Have awareness of any access needs of parents in regards to accessing	CV AD	Long term	ongoing	CV/ AD support parents to complete documentation if required.

	information and ensure those needs are accounted for on an individual level. Staff to ensure that parents have support in regards to completion of forms.				