

ACCESSIBILITY PLAN: Sheridan School

Introduction

The accessibility plan shows how school 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 where ever 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 reference in the SAR/SEF as appropriate

Increasing Access for disabled children and young people to the school curriculum

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

List key actions here:

- All students to have an EHCP summary clearly identifying provision provided to meet outcomes
- Termly review of curriculum offer
- EHCP reviews to be held within given timescales
- Ensure that there is an effective Personal Development Offer.
- Student outcomes to be measured against National Norms to track progress from starting points with the aim of 'closing the gap'.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

List key actions here:

- Maintain physical environment by maintaining high housekeeping standards both internally and externally
- To include questions in the referral process regarding access needs for students, parents, carers, social workers and other pertinent visitors
- Resources to be purchased where a need is identified and/or is specified within the EHCP.

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 to its children and young people available to disabled children and young people. Examples might include handouts, timetables, textbooks and information about school 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 and be made available within a reasonable time frame.

List key actions here:

- Assessment and provision of resources for all children in all key stages
- Class teachers to use SEN information outlining pupils needs, strategies and care plans
- Effectively track progress of pupils and set challenging targets and programmes to increase performance
- Increase independence, self-help and community skills for all pupils
- Provide pupil profiles for all students
- Provide appropriate ICT programmes for pupils across the curriculum
- Staff training for teachers
- Whole staff training eg. Team Teach, Safeguarding, Teaching and Learning
- Involvement of pupils in reviews and personalised planning
- Accessibility to therapists and therapy reports

Financial Planning and control

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

List key actions here:

- Monthly Budget meetings to be held with the Head of School and Finance
- Commercial Reviews between the Head of School and the Regional Director to be held on a monthly basis
- Annual Finance Meeting to be held with the Head of School, Regional Director and Head of Finance

Accessibility Action Plan: Sheridan School 2025 - 26

COMPLIANCE WITH THE EQUALITY ACT					
Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes
All staff to have read and signed to say they have understood the Equality and Diversity policy.	Staff to be issued with the policy to read and sign for at the start of the academic year. Staff to be alerted to policy updates.	VR / VF	Medium	Annually/ when updates occur	
All staff to complete Equality and Diversity Training Modules on Learning Lounges	Head of School and Curriculum and Learning Coordinator to monitor staff's modules and prompt when require completing.	VR / RW	Short	Annually/ When updates occur	Monthly checks are conducted upon staff's training requirements.
School to apply for the TIS and the Rights Respecting School Award	To apply and work towards the accreditation for the TIS and the RRSA.	VR / VF	Short	Ongoing	

ACCESS TO THE PHYSICAL ENVIRONMENT

Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes
Maintain the physical environment ensuring that there are high housekeeping standards both internally and externally.	Termly Environment Walk Around forms to be completed. Monthly housekeeping/maintenance checks to be conducted within given timescales. Quarterly housekeeping/maintenance checks to be conducted within given timescales. Annual housekeeping/maintenance checks to be conducted within given timescales.	VR / SG	Long/Medium/Short	Termly	
To include questions in the referral process regarding access needs for students, parents, carers, social workers and their pertinent visitors.	Additional information to be sourced from LA or parent/carer if not included within referral paperwork sent. Telephone and email communication to take place prior to visit. Arrange for parent/carer to visit	VR / LM / SS	Short	2 weeks of initial referral	
Resources to be purchased where a need is identified and/or is specified within an EHCP	EHCP's to be read prior to offering placement to ensure needs can be met. Completion of EHCP summary to identify specified resources and purchase once funding is agreed but prior to student start date. Resources identified once a student is on roll to be purchased; staff to complete purchase request form ensuring there is an identified link to resource required and	SENDCO - All Staff	Short	Ongoing	

	the intended curriculum/SEND/therapeutic outcome.				
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ENSURING INCLUSION IN THE SCHOOL COMMUNITY					
Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes

Ensuring all parents are fully informed of students needs by establishing close day to day contact	All parents/carers/social workers fully included in pupils education	All Staff	Short	Ongoing	Home School communication procedure
To establish close contact with outside agencies for pupils on-going health needs	Clear collaborative working approach Health professionals invited to EHCP reviews.	SENDCO / DSL	Short	Ongoing	
Fixed Term Exclusions are only to be used for extreme behaviours.	Students to have a concise risk assessment and behaviour scale clearly highlighting how to effectively support a student with behaviour that challenges. Effective deployment of the reward system.	All Staff	Short	Ongoing	
Permanent Exclusions are Avoided at all points and not before support measures have been explored as per Sheridan	The exclusion procedure to be followed.	VR	Short	Ongoing	

School's Exclusion Procedure					
Students to receive as part of their curriculum offer learning outcomes focused upon the DfE Protected Characteristics	Part of the PSHEE curriculum is to include lessons upon the Protected Characteristics	PSHE lead / All Staff	Short	Ongoing	

ACCESS TO THE CURRICULUM

Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes
All students to have an EHCP summary clearly identifying provision provided to meet outcomes	At point of confirmed placement EHCP summary to be completed prior to start date.	VR / SENDCO	Short	Within two weeks	
Termly review of curriculum offer.	Student Analysis to be completed within first two weeks of start date and reviewed termly thereafter, or, if it is deemed current curriculum offer is not meeting needs.	SLT	Short	Termly	
EHCP reviews to be held within given timescales.	EHCP's are to be reviewed within six weeks of a student's start date and annually thereafter, or, if it is deemed an interim EHCP review needs to take place	VR / SENDCO	Short	Within six weeks	

Student outcomes to be measured against National Norms to track progress from starting points with the aim of 'closing the gap'.	Assessments completed as per the assessment local procedure	All Staff	Short	Within two weeks	
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ACCESS TO INFORMATION ADVICE & GUIDANCE

Accessibility Outcome	Action to ensure Outcome	Who is responsible	Long, medium or short-term	Time Frame	Notes
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Careers to be taught as a curriculum area appropriate to age and ability.	A careers curriculum with a programme of study	VR	Short	Ongoing	
Careers Lead to ensure further education courses have been applied for prior to leaving Sheridan School.	Close liaison with the IAG, student and colleges within the locality.	VR / VF	Short	Yearly	
All students to have an PATH plan in place which is reviewed regularly-Linked with the Enrichment Programme and the Life Skills Programme	PATH planning to be completed. Further bespoke curriculum to support aspirational career.	VR / VF	Short	Within six weeks of start date	

