



'Nurturing Minds, Shaping Futures'

# Sketchley School Accessibility Plan 2023-2026

## Contextual Information

Sketchley School is an independent ASD school based in Leicestershire. The school provides education for up to 80 pupils across three separate sites. The primary site is in Burbage, the secondary site upper KS3/KS4 is in Narborough with KS5 based in Hinckley.

All pupils that attend Sketchley School have an EHC plan which details their diagnosis and support needs.

The school benefits from an in-house therapeutic team that supports pupils with their therapeutic needs, individual learning and personal development. The team consists of the following:

- SALT (Speech and Language)
- OT (Occupational Therapy)
- Art therapy
- Counsellors
- Yoga
- Reflexology

The school delivers a curriculum in line with the national curriculum across KS2/KS3 and KS4. At KS4, pupils will choose their curriculum pathway ensuring equal access to a curriculum that is ambitious and meets the needs of all learners regardless of their disabilities.

## **Our Aims :**

All 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 school curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- To Improve the availability of accessible information to disabled pupils

At Sketchley School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. We aim to treat all our whole school community with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

This is reflected in our school's mission statement and vision which states :

### **'Aspris Mission Statement'**

'We believe that every young person deserves the care, support and education that equips them for a brighter future, and we support each child to achieve their unique potential.'

### **'Sketchley School Vision'**

At Sketchley School, our vision is to offer a premier educational experience tailored for autistic children and young people aged 7 to 19. By creating a specialised learning environment, maintaining a high staff-to-student ratio, and implementing targeted interventions and instruction, we ensure that our learners have access to an ambitious curriculum emphasising both core academic subjects and personal development. Our commitment extends beyond academics; we strive for all students to depart our provision equipped not only with a robust educational foundation but also with the social and adaptive skills necessary to navigate diverse environments successfully as they transition into adulthood. Our ultimate goal is for every learner to depart Sketchley School with a positive educational experience, poised for continued success in their future endeavors."

### **Sketchley Motto**

"Nurturing minds, shaping futures."

Our school is also committed to ensuring staff are trained and are aware in equality issues with reference to the Equality Act 2010, including understanding disability issues through our school's online learning modules on equality and diversity.

As a school we support/access any available partnerships to develop and implement the plan. This includes working partnerships with the following agencies/professionals:

- Local Education Authority of our young persons
- Clinical Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Social Workers
- CAMHs support workers

### **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.

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 the site premises.

### **Overview**

This plan considers the following three areas as identified in the introduction:

- Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation
- Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment

- Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

### **Increasing the extent to which disabled pupils can participate in the school curriculum.**

Working with the Local Education Authority, members of the schools SLT ensure that a thorough assessment of a young person's needs during the referral stage are identified and that appropriate resources to support learning needs are available and implemented during transition stage.

### **Improving access to the physical environment of the school**

This element of the Planning Duty covers all areas of the physical environment such as external areas,

buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Sketchley School. Due to the nature of Sketchley School and being split across three sites the below has been broken down on a site-by-site basis.

### **Sketchley Hall includes the following positive aspects, designed with the needs of disabled**

#### **Pupils/staff in mind:**

- Three storey converted mansion house located in Burbage within an acre of grounds.
- Specialist classrooms on the ground floor with good access for a range of curriculum subjects. This includes a Gymnasium, Art/Music room, Training Kitchen, Library and two class based classrooms.
- Toilets on all three storeys
- Two single storey bungalow buildings each of which have two classroom learning environments and a disabled toilet without any steps, improving access for pupils with mobility difficulties. These classroom environments are accessible via the site entrance to the school and front school playground.
- Fully functional lift from the ground floor to the first floor to access rooms at this level.
- Disabled toilet also accessible in the main building designed for those with disabilities and positioned at a suitable point within the building to enable easy access;
- A fully networked environment, with WiFi internet access in all classes. This enables easy access to the school network which, over time, will provide an increasingly wide range of software to meet the needs of disabled pupils.
- A range of IT equipment including digital screens, tablets, PCs and laptops to support individual learning needs/styles.
- An outdoor multi-use sports court / access to gymnasium for indoor session enabling access.

- A flat and open school yard promoting the use of the outdoor environment by pupils with mobility
- A clear and unified alarm system, providing clear auditory signals for the hearing impaired notifying fire alarm.
- Ramp access to main entrance
- Disabled car park space located next to the main entrance

**Forest House School includes the following positive aspects, designed with the needs of disabled**

**Pupils/staff in mind:**

- A single storey bungalow building which has two classroom learning environment and a disabled toilet without any steps, improving access for pupils with mobility difficulties. This classroom environment is accessible via the site entrance to the school.
- Good sized classrooms on the ground floor with the following rooms/facilities available for curriculum access e.g Science Labs/Training Kitchen
- Dining room on the ground floor and accessible through ramp to main building
- Disabled toilet also accessible in the main building designed for those with disabilities and positioned at suitable points within the building to enable easy access;
- A fully networked environment, with WiFi internet access in all classes. This enables easy access to the school network which, over time, will provide an increasingly wide range of software to meet the needs of disabled pupils.
- A range of IT equipment including display boards, I pads and laptops to support individual learning needs/styles.
- An outdoor multi-use sports court / access to dining room/hall for indoor session enabling access.
- A flat and open school yard promoting the use of the outdoor environment by pupils with mobility
- A clear and unified alarm system, providing clear auditory signals for the hearing impaired notifying fire alarm.
- Outside canopy/shelter, diffusing sunlight and offering protection from both rain and sun for those with sensitive skins.

**Progression House**

- A large two-storey building in the centre of Hinckley.
- A large downstairs communal area with IT equipment.
- Two ground floor training kitchens, and one upstairs staff kitchen.
- Good sized classrooms throughout the building, including smaller 1:1 classrooms for students who require it.
- A disabled toilet on the ground floor designed for those with disabilities, and positioned at a suitable point within the building to ensure easy access.
- 3 upstairs toilets
- A fully networked environment, with WiFi internet access in all classes. This enables easy access to the school network which, over time, will provide an increasingly wide range of software to meet the needs of disabled pupils.

- A range of IT equipment including display boards, Ipads and laptops to support individual learning needs/styles.
- A clear and unified alarm system, providing clear auditory signals for the hearing impaired notifying fire alarm.
- Three access points to the building (Main entrance and 2 fire exits).
- A ramped main entrance to the building for wheelchair users

**Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be the responsibility of the school SLT to review and amend.

The school’s Chair of Governors will ensure that the accessibility plan is approved

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

- Risk assessment policy
- Health and safety policy
- Equality Act 2010 policy
- Supporting pupils with medical conditions policy

**Action Plan**

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

Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils  We use resources tailored to the needs of pupils	Increase OT therapy input to meet the needs of all learners  Resources created to support learners with access to curriculum/Inclusiveness	Ensure OT / Therapy assistants implement strategies to support all pupils.		Oct 2024	Pupils access support/ resources to enable them to achieve in all areas of their learning and development.  A bank of resources that can be used to support all pupils with disabilities

	<p>who require support to access the curriculum e.g task sheets/ enlarged printing/ Dictaphones</p> <p>Curriculum resources include diverse examples of people</p> <p>Use of playground equipment for PE</p> <p>Curriculum progress is tracked for all pupils.</p> <p>Targets are set effectively and are appropriate for pupils e.g IEPs/PBS targets</p> <p>The curriculum is reviewed to</p>	<p>To ensure all pupils have the opportunity to access off site learning. E.g educational visits / trips</p>	<p>Audit resources to ensure they meet the needs of all pupils with disabilities</p> <p>Ensure disability is considered in trip offers</p>			<p>All children are able to engage / access learning / trips</p>
--	--	--	--	--	--	--

	ensure it meets the needs of all pupils					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>Single storey building (Bungalow building with access to the side of main building)</p> <p>Ramp to the main building</p> <p>Disabled parking bays</p> <p>Disabled toilets and changing facilities</p> <p>Main metal access gate to Sketchley Hall to be improved for disabled access</p>	<p>Ensure Meeting room is created on the ground floor.</p> <p>Increase signage for visitors with disabilities.</p> <p>Add a opening arm or reduce weight of gate</p>	<p>SLT / Maintenance to create office</p> <p>Introduce new signage around school to improve wayfinding for pupils/parents</p>	Maintenance /SLT	Sept 2024	

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <p>Large print Dyslexia screens Visual Aids</p> <p><b>Flexible Lighting:</b> Install adjustable lighting (e.g., dimmable lights) to reduce sensory overload. Include natural light where possible.</p>	<p>Increase signage for visitors with disabilities.</p> <p>Classrooms to all have dimmable lighting installed.</p> <p>Blinds to be replaced and fully workable</p>	<p>SLT/Estates team</p>		<p>Sept 2025</p>	<p>All rooms that pupils spend large periods of time in will have a dimmer switch and adjustable lighting.</p> <p>Working blinds will be fitted to all windows</p>
<p><b>Interactive Learning Tools</b></p>	<p>Provide virtual reality tools that can engage students in multisensory learning activities.</p>	<p>IT action plan to investigate use of a wide range of IT resources to support all pupils</p>	<p>SLT/IT central team</p>		<p>Sept 2025</p>	

**Local Procedure Review History:**

<b>Date Reviewed</b>	<b>Reviewer</b>	<b>Summary of revisions</b>
22/09/25	Daniel Showler	No changes