



New Direction School



Accessibility plan

Reviewed Date:	Reviewed By:	List of changes	Next Review
August 2021	Luke Collins	<ul style="list-style-type: none"> added initial consultation information Added pupil passport information 	August 2022
16th February 2022	Luke Collins	<ul style="list-style-type: none"> Reviewed by Luke Collins with no changes made 	February 2023
20th February 2023	Luke Collins	<ul style="list-style-type: none"> Reviewed by Luke Collins with no changes made 	February 2024
October 2024	Adrian Anderson	<ul style="list-style-type: none"> Reviewed with recommendations for actions to be completed before next review by Luke Collins 	August 2025

1. Aims

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. 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 premises.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	DATE TO COMPLETE ACTIONS BY
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • A wide range of opportunities are used to ensure all students have access to equine curriculum and PE activities. 	<p>To ensure the curriculum is accessible to all including the equine curriculum.</p> <p>To ensure successful interventions are delivered to allow everyone to access the curriculum</p>	<ul style="list-style-type: none"> • Review and renew curriculum based on students needs and requirements. • Effective QA and monitoring processes to ensure students are accessing the curriculum and to identify interventions needed to ensure they can. • Review PE and Equine Curriculum based on the needs of our students on admission • Review individual targets in an IEP to help meet targets within the curriculum 	September 2024
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • A large accessible car park. • Disabled toilets • Mounting ramps 	To ensure the site and resources are accessible to every student	<p>Ensure all new buildings have disabled access.</p> <p>Ensure ramps, corridors are built to be big enough for disabled access.</p> <p>Fill in any holes or cracks in outdoor areas</p>	September 2024

	<ul style="list-style-type: none"> • Level access to menage 		Improve signage around site	
Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> • We are a Small setting allowing for greater student support • Large print resources can be produced • Teachers and TAs can help by reading the resources • Technology can be used to help access to resources 	To ensure information is delivered to students so they can access the whole curriculum.	<p>QA processes to monitor student progress and identify areas where they may need extra support</p> <p>Training for staff on different disabilities</p> <p>Assessment of needs to find what provisions/interventions are needed to ensure access to information</p>	September 2024

Monitoring

The Proprietor will regularly monitor the operation of this policy and its procedures.

This policy will be reviewed annually by the Proprietor and key staff.