

Accessibility Action plan and Audit

-to be read in conjunction with the Equality Policy

3- Year period covered by the plan: 2024-2027

The Accessibility Plan will be reported upon annually in respect of progress against the objectives set out in the Equalities policy.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school website.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their age, race, sex, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

School Context

We are a medical pupil referral unit (PRU) and teach children admitted to The Children's Trust (TCT) for a rehabilitation programme following an acquired brain injury. All our pupils and young people have educational needs arising from their acquired brain injury and many will need to be assessed for an Education, Health and Social Care Plan while they are resident at The Children's Trust. On admission, all pupils have a comprehensive assessment of their needs resulting in a personalised curriculum. We focus on the areas highlighted by the assessment and incorporate specific learning strategies for pupils with an acquired brain injury.

Our vision

- To support each child or young person in reaching their full potential through a personalised curriculum
- To deliver quality teaching with high expectations for all, that enables each child or young person to succeed and achieve their potential
- To provide a nurturing and stimulating environment that supports and celebrates learning
- For all members of the school community to model positive and respectful relationships

Our core values underpin everything we do:

Growth - To support pupils to participate in school with the greatest independence and efficacy possible both during and after placement

Respect - To compassionately support pupils and their families to navigate their newly acquired needs

Curiosity- To courageously explore our own potential as a whole school community

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- The Equality Act 2010
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable and contains relevant and timely actions to:

1. Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally, prepared for life as are able-bodied pupils; (if a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe
2. Improve access to the **physical environment** of the school, adding specialist facilities as necessary – as the school operates within a purpose built building provided by The Children’s Trust this largely covers the provision of some physical aids to access education within a reasonable timeframe
3. Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information

Whole school training will recognise the need to continue raising awareness for staff and members of the management committee on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following school policies:

- Child Protection & Safeguarding
- Curriculum Policy
- Continuing Professional Development Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour for Learning Policy

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all management committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. The Accessibility Plan and the Equality Policy will be monitored through the Finance and Resources Committee.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Management Committee. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period. The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the Full Management Committee. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

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	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Baseline assessments and communication with pupil’s home schools allows us to identify pupil’s abilities following their ABI and identify new gaps. Pupils may need to relearn and overlearn • Our school offers an adapted curriculum for all pupils • We use resources tailored to the needs of pupils for pupils with an acquired brain injury. Resources are adapted as needed • Pupils are encouraged to discover AAC that will help them access the curriculum in new ways- E.g. Switches, Eye-Gaze etc. • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils • PLG Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<ul style="list-style-type: none"> • Continue to review Staff CPD on a yearly basis to ensure that changes in cohorts needs are catered for. <p>Create an AAC action plan to support the continued development of the use of AAC to improve curriculum access for pupils with a disability.</p> <p>Further embed trauma informed practice in our work with pupils, and in our follow up work – in Autumn 2023 STC achieved TISUK award status.</p>	<p>Autumn 2025</p> <p>Ongoing</p>	
AIM	CURRENT GOOD PRACTICE	OBJECTIVES	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA

<p>Improve and maintain access to the physical environment</p>	<p>Surrey Teaching Centre is based in The New Cheyne Centre- a purpose built rehabilitation centre in Tadworth Surrey run by The Children’s Trust. As such the building was built specifically to ensure that there is access to the physical environment.</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Large corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Switching for doors and lights • Adjustable tables to allow individualised adjustments for individuals using wheelchairs 	<p>Work alongside TCT to report any incidents of Health and Safety affecting accessibility for all.</p>	<p>Ongoing</p>	
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Pupil friendly policy written and designed by students of STC • Parent representative on the MC • STC participates in numerous regional and national SEND groups 	<p>SLT to work alongside Jenny Jim Head of Psychosocial services and STC will endeavour to be represented on regional and national working parties to drive forward best practice for ABI education. EG – representation on NABLES working party and membership in NAHE.</p>	<p>Ongoing</p>	