



Accessibility policy

R.E.A.L Independent School Mansfield

Date of this plan: 24.11.21 - Addition of potential new school buildings and action plan for 2021-2022

11.03.21 - Addition of loops should need arise

01.11.20 Update included cultural capital. Also in line with amendments to the referral and admissions policy. Also added in regarding the personalised evacuation plan.

RAPS Plan developed using REAL Independent School Plan 01.11.19



Introduction

The SEN and Disability Act 2001 extended **The Disability Discrimination Act 1995 (DDA)** to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

The Plan sets out the governor's proposals to increase access to education for disabled pupils in the three areas required by the planning duties set out in the DDA:

- to increase the extent to which disabled pupils can participate in the school curriculum;
- to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- to improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This Accessibility plan has been developed in consultation with staff and governors.

Current Accessibility Arrangements:

Admissions

The following statement is an extract from the School's Referral and Admissions Policy:

'place great importance on, and are committed to, ensuring the equity and equality of access and outcomes for all young people

In principle, we admit learners according to our admissions criteria and, if we feel we can meet the needs of the learner, we will do anything necessary to make the building accessible to them.

Access to Buildings and Classrooms

In the main, all areas of the school sites are accessible by all children, their parents/carers and staff. Where issues may occur, suitable alternatives are sourced to ensure equity of access. These areas are detailed below.

Woodhouse Road	Accessibility
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Front Entrance	Ramp to provide access to the door. Door opens with sensors.
Reception Area	All on one level.
Dining Room/Communal Area.	Door through to dining room/communal area. All on one level.
Toilets	Accessible from the dining room/communal area, all on one level.
Classrooms	Accessible from the dining room/communal area, all on one level.

Learners with additional needs will use the disabled parking spaces.

Pleasley Landmarks	Accessibility
Front Entrance	Ramp to provide access to the door. Door opens with sensors.
Reception Area	All on one level.
Dining Room/Communal Area.	Door through to dining room/communal area. All on one level.
Toilets	Accessible from the dining room/communal area, all on one level.
Classroom	Accessible from the dining room/communal area, all on one level.
Gym reception area	Accessible - all on one level from car park
Gym	Accessible via use of double leaf door from car park
Physiotherapy room	Treatment can be offered in other areas of the building
Cafe area	

Land Based Studies



Land Based Studies	Accessibility
Main building	Accessible from car park
Cosy Cabin	Accessible
Sheds	
Toilets	Accessible upon immediate entry to main building
Poly Tunnel	

Learners with additional needs will use the disabled parking spaces.

Creative Digital	Accessibility
Front Entrance	Accessible from car park.
Reception Area	
Downstairs computer area	
Toilets downstairs	Accessible from main reception area
Classroom/ meeting room area	Accessible
Upstairs computer area and communal area	Should a learner who is unable to access the upstairs area attend site, we would ensure equitable access to resources by moving computer based equipment and software to the downstairs area. A temporary green room area would be established in the office area for filming projects. A drinks and food area would also be established downstairs.

Learners with additional needs will use the disabled parking spaces.



Evacuation Procedures

The Schools Fire and Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Curriculum Intent profile for the pupil or their individual risk assessment.

Learners who require one will have an individualised evacuation plan.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that all pupils on our roll should as far as possible have access to a full and broad curriculum, similar to that followed by their mainstream peers. Where necessary we will provide building adaptations, ICT equipment, coloured overlays, signs and symbols support, PECS, TEACCH and other such materials in order to ensure they are able to access the curriculum.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a need or disability is identified. The Individual Curriculum Intent Plan for the pupil will address any issues, which will therefore be kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input, support and training from specialist staff within the R.E.A.L organisation
- Input from specialist (external) teachers
- Technological enhancements - induction loops, ICT
- Adaptation of teaching materials
- Training and CPD

The School's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the pupils Learning Manager, teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or National Qualifications.

The school's policy on Teaching and Learning incorporates advice for teachers on supporting disabled pupils. The school has an on-going program of staff development related to meeting the needs of



different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

Informal Curriculum and Cultural Capital

Pupils at R.E.A.L Alternative Provision School have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This has included

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for sport, recreation and other aspects of a learner's social development are incorporated into a child's Individual Curriculum Intent Plan.

The suitability of any event and the need for additional support is discussed fully with parents/carers and any relevant professionals in advance.

Information for Pupils and Parents/Carers

Parents/carers are routinely involved in reviewing provision for their child. The young person will also be involved depending on their ability and willingness to participate. Our reviews are person centred and held in an environment where the pupil feels most comfortable. This could include their preferred hub, their home or another chosen venue.

Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision in consultation with the child's local authority Advisory Service..

The school will endeavour to identify and prevent discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove barriers which could deny them the educational opportunities available to other children.

Other policies should be read in conjunction with this policy. These are:

- Equal Opportunities and Diversity
- Health & Safety Policy



- Emergency Plan
- Admissions Policy
- The Safeguarding and Protection of Young People in our Care

Management of the Plan

- The Governors and Health and Safety Manager will be responsible for the strategic direction of the School's Accessibility Plan.
- The Governors and Finance team will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Headteacher will be responsible for the plan's day to day implementation.
- The plan will be reviewed and amended on an annual basis, or sooner should the need arise.

Parents/ Carers may request a copy of the Accessibility Plan from the School Office.

Accessibility Plan and Priorities September 2021 to July 2022

Objective	Action to be taken	Intended Impact	Timelines
Ensure all school staff have a good understanding of autism and the implications for learning	All staff to have completed Educare module on autism as a starting point. Further training available in	Individual learner programmes are designed with their autism in mind with autism specific	By July 2022 (Evidence seen in learner programmes and via learner voice activities).



	autism - autism and sensory issues, autism and anxiety as appropriate.	barriers to learning addressed.	
Improve the sensory environment for learners with autism and or other sensory needs such as those associated with ADHD.	Audit the sensory resources available and the sensory environment. Talk to the Deputy Heads and visit the hubs if appropriate. Report to Head of Schools on strengths and any areas for development.	Further barriers to learning removed as the sensory environment is improved.	By July 2022 (Evidence seen in the progress made by learners, book looks, progress reports, etc).
Ensure all school staff have good, in-depth understanding of their duties under the Equalities Act 2010.	School Inset day focussed on Equalities Act 2010 and removing barriers to learning and participation. Best practice identified and shared.	The current school focus on removing barriers to learning will be strengthened and learners will make good progress as a result.	By July 2022(Evidence - learners report that they enjoy school and that their needs are being met and they are making progress).