

TAS Accessibility Policy

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- not to treat disabled pupils less favorably 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.
- to improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.

This plan sets out the proposals of the Trustee to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- a) increasing the extent to which disabled pupils can participate in the school curriculum.
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

TAS School is a special school for pupils aged 3-25 years.

TAS School is committed to offering an inclusive curriculum, and a fully accessible environment which values and includes all pupils, staff families and visitors, regardless of their physical, intellectual, social, sensory, spiritual, cultural, or emotional needs. We are committed to challenging negative attitudes to disability and accessibility and embracing a culture of awareness, tolerance, and inclusion.

This Accessibility Policy and Plan exists to ensure that we fulfil our vision of providing wide-ranging opportunities for all where “every learner matters”, whether they be an adult or a pupil.

We aim to:

- Ensure that the needs of our pupils, staff and community are met.
- Ensure that our pupils can join in with all the activities of the school.
- To ensure that all pupils make the best possible progress.
- To ensure that families are informed of their child's progress and that there is effective communication between parents and school.

The specific areas covered by the accessibility plan that need to be included are: -

Increasing the extent to which all pupils can participate in the wholeschool curriculum.

Trustees should identify action in the school access plan to enhance teaching and learning opportunities for all those in the school community.

These may include:

- Consideration of whole-school ways of increasing participation in activities such as leisure and cultural activities, as well as out-of-school visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioral challenges.
- How threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks.
- Identifying how classroom management arrangements, such as deployment of staff, provision of ICT, contribute to, and enhance learning opportunities.

Improving the physical environment of the school to increase accessibility for all members of the school community.

The Board of Trustees will want to consider and record reflection upon all areas of the physical environment such as:

- Changes to improve access to doors, stairs, toilets and consideration of the impact of signs, colour schemes, lighting, heating etc.
- Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
- Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software.
- Improvement to the acoustic environment that might include installation of sound fields/hearing loop systems.
- Deciding how the implementation of specific strategies such as flexible or shared timetabling, access to therapy, first day absence response, have enhanced attendance and participation.
- Consideration of how classroom/group organisation has been targeted.
- to ensure that all pupils achieved increased levels of school success.

- Consideration of the school response to pupils through the application of the SEN Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored.
- Consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted.
- Identifying how staff training needs in order to effectively meet the diverse needs of all pupils, including prospective pupils who may require, signing, personal hygiene support etc., has been identified and supported.
- Identifying pupil peer support mechanisms and the ways that the school has ensured pupils have a voice in decisions that affect them.
- Taking action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement.
- Ensuring that action has been undertaken to ensure that parents and carers see



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themselves as partners in their children’s education and are increasingly willing to actively support their children’s education.

- Enhancing the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the school’s ability be seen as an inclusive environment

Access to information

Schools are expected to increase access to information to those with disabilities. The Trustees may wish to decide how this is to be achieved by:

- Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.
- Identifying how they have considered the readability of information including that provided by the school website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.
- Identifying how textbooks and other pupil information are selected and provided to meet a diversity of pupil needs.
- Ensuring the monitoring of the effectiveness of adult support to enhance the opportunities for pupils/parents/carers who have difficulties in accessing information.

Monitoring the success of the plan:

Trustees will be required to comment on the accessibility plan and identify any revisions as necessary.

Evaluation that may be useful to judge success may include:

- Success in meeting SDP identified targets.
- Changes in physical accessibility of school buildings
- Questionnaires, responses from stakeholders e.g., parents, /carers, pupils and staff, indicate increased confidence in the school’s ability to promote access to educational opportunities for pupils with special educational needs.
- Improved levels of confidence in staff in reducing the obstacles to success for pupils with special educational needs
- Recorded evidence that increased numbers of inclusion of all pupils and how they are participating in all areas of the school.
- Recorded evidence that fewer pupils are being excluded from school. opportunities as their needs are being more effectively addressed through the application of strategies and procedures.
- Increased levels of achievement for all pupils.
- Pupil responses: verbally, pictorially and written that indicate that they feel themselves to be included.
- Ofsted inspections identify higher levels of educational inclusion.

Date: July 2024	Written By: Toyin Okeshiro
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