



Accessibility Policy

1. Aims

Provisions 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 children can participate in the curriculum
- Improve the physical environment of the provision to enable disabled children to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled children.
- Paper copies of the plan are available upon request.

An important part of the Flourish With Us Ltds role is to support local schools to meet the needs of children and young people within their schools who for a range of SEMH or medical needs may be finding their placement difficult. Our provision aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind.

Group sizes are small with no more than five young people, with at least two adults in the group.

Curriculum offer and monitoring progress.

The curriculum offer across the provision is tailored to meet the needs of the children and young people who attend. All children and young people attending the provision face a range of 'barriers to learning' and the curriculum offer is created to remove as many of these as we can. It is designed to ensure that children and young people have the best possible chance of a successful transition back into a mainstream provision. It is also created to ensure that we can offer personalised pathways for children and young people with the most complex needs.

General principles

- Children and young people have the entitlement to a broad and balanced curriculum offer
- All children and young people have the opportunity to make progress.
- All of the children and young people who attend the provision benefit from an offer which includes lots of opportunities for active and practical approaches to learning.
- Supporting independent learning, behaviour and leadership underpins everything that we do.

All children and young people learners are set targets at our provision in consultation with their designated school and these are reviewed half termly. Parents/carers are included in these reviews and the target setting process shared with them.

Extra curriculum.

Developing young people's ability to make friends underpins much of what we do on a day to day basis. We have programmes to develop their social skills so that they are able to interact with each other in a positive and respectful way. We encourage all children and young people to appreciate the needs of others and of the community around them and so foster a community of tolerance and understanding of each other. Staff are aware of the need to role model such behaviours in the way they communicate to the children and young people and also to each other. It is a priority for all staff to ensure that all pupils feel safe, secure and valued at all times. We provide opportunities for children young people to work closely and constructively together throughout the school day. During the day, we provide team building activities that develop their

relationships with each other and games are used as an excellent medium to foster good relationships amongst pupils.

Communication with parents/carers

Due to the relatively small numbers, we are able to have very regular contact with parents/carers. We welcome parents/carers sharing their feelings about their child's placement. We have regular opportunities at target setting meetings, parent/carer consultation meetings and at reviews although we are always happy for parents to talk to us in between these more formal opportunities.

We will always make time to meet with parents/carers, whether they have made an appointment or not. Progress will also be shared at half termly target setting meetings, review meetings and parent consultation meetings: staff are always happy to discuss more specific progress with you at any point, if you have any concerns. Flourish With Us Ltd supports parents for whom English isn't a first language through the support of interpreters. We also try and support with transport through the use of our own vehicles.

The voice of the child.

We have a daily circle times where children and young people can discuss issues that are important to them. Children and young people are also on a panel when there are interviews for staff as we value their opinion about who they would like to work with them.

Holistic approach to support offered.

The provision supports any available partnerships to develop and implement the plan. We work closely with North Lincolnshire Council, Lincolnshire Council, Special Educational Needs and Disabilities (SEND), Primary Behaviour Support Team, School Nursing Team and a range of agencies to support the young people and their families.

Training and staff development.

Our provision is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Staff have a comprehensive programme of professional development opportunities to ensure that they have the skills required to meet the needs of children and young people.

Our company complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in our provision, this 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Provisions 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.

This policy complies with our funding agreement and articles of association.

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 <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Actions Completed | Success criteria |
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| Increase access to the curriculum for pupils with a disability | <p>Our provision offers a differentiated curriculum for all children and young people.</p> <p>We use resources tailored to the needs of children and young people who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> | <p>All children and young people attending have full access to the curriculum.</p> <p>Ensure resources are representative of the full range of the population including those with disabilities.</p> | <p>Review the resources in line with their cohorts and ensure suitability for 2020 - 2021</p> <p>Make an agenda item on planning meetings and reviews</p> | Headteacher | <p>Sept 20</p> <p>Sept 20</p> <p>Sept 20</p> | <p>All staff are aware of the resources required to support their learners and use them to ensure the curriculum is accessible.</p> <p>Resources and displays are representative of the diverse population.</p> |

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| | <p>Progress is tracked for all children and young people, including those with a disability.</p> <p>Targets are set effectively and are appropriate for children and young people with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all children and young people.</p> | <p>To ensure tracking continues to be equitable.</p> <p>Curriculum continues to reflect the needs of the current cohort.</p> | <p>Headteacher to continue to monitor progress for all children and young people and groups including those with disabilities</p> <p>Headteacher to continue to review the impact of curriculum offer.</p> | | <p>On going</p> | <p>Progress for all children and young people continues to be monitored and interventions put in place where required to support all learners.</p> <p>Curriculum continues to meet the needs of all children and young people.</p> |
| <p>Improve and maintain access to the physical environment</p> | <p>In existing buildings, adaptations are made to ensure that Flourish With Us Ltd is as accessible as it can be.</p> | <p>To ensure that access to education is available to all students</p> <p>To ensure that access to education is</p> | <p>Inspect buildings and outside access areas regularly to ensure access is available and also keep up to date on Building and DDA regulations to ensure compliancy</p> <p>Continued monitoring of Flourish With Us</p> | <p>Headteacher</p> <p>Headteacher</p> | <p>Ongoing</p> <p>Ongoing</p> | <p>Compliancy and positive feedback on H & S audits/DDA checks</p> <p>Compliancy and positive feedback on</p> |

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| | | available to all children and young people. | Ltd and access routes, DDA compliancy | | | H & S audits/DDA checks |
| Improve the delivery of information to pupils with a disability | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations | To ensure that information is available to all children, young people and staff | Staff and the Headteacher work together to ensure correct signage is in place and include the communication method needed for any disabilities | All staff and Headteacher | Ongoing with reactive actions should need arise for additional information to suit disability of staff/student | Students and staff awareness of information, events and general information. |

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

