



## **Accessibility Plan**

Bright Futures School has high ambitions for all its pupils and expects them to participate and achieve in every aspect of school life. Our commitment to equal opportunities is an important aspect of our overall commitment to be a fully inclusive school. This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. This will be reviewed every three years by the Management team.

## **Definitions of SEND**

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.’

(SEND code of Practice 2014)

‘Many children and young people who have SEN may have a disability under the Equality Act 2010- that is’... ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

The definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.’ (SEND code of Practice 2014)

## **The Equality Act 2010**

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.' (SEND code of Practice 2014)

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with-

1. The School Offer/ Admissions policy.
2. The School Website.
3. The Equality Opportunities and Diversity policy.
4. The Behaviour and Exclusions Policy.
5. The Safeguarding Policy

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

### **The Accessibility Plan**

Schools **must** publish accessibility plans'...'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND code of Practice 2014)

'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2014).

All pupils at Bright Futures School have an EHC plan which will be reviewed annually. The discussions will involve staff, parents and children plus outside agencies, as necessary. All school staff attend

morning briefings on a daily basis and individual pupils' needs are discussed as appropriate with support and provision put in place as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

Objective	Strategy	Outcome	Timescale	Goal Achieved
Improve staff skills and experience so that the school is better able to assess and provide for the needs of pupils with autism and associated disabilities.	In-house training delivered by the School's Head of Development and Head of Learning.	Staff more confident and able in their interactions with pupils thus enabling pupils to better access the developmental and academic aspects of the curriculum.	Ongoing.	Pupils are more able to access the school curriculum and progress is achieved.
To ensure that all staff have a clear understanding of the SEND Code of Practice 2014.	Discussion through regular staff meetings.	INSET & Staff meeting time	Annually	Individual needs are met.
To ensure all staff are trained to support pupils with ASD, ADHD, Dyslexia and Dyspraxia.	Training for all new members of staff. Updates and rolling programme of training for all staff	Staff meeting time; staff training	Annually	Individual needs are met.
To ensure staff are trained to support pupils with medical conditions.	Update staff in first aid and other medical conditions as required.	Staff meeting time.	As / when required and annually.	All staff have updated first aid records.
Ensure safe access to both entrances	Use pressure hoses. Ramps available.	Non-slip surfaces. Ramps in use for wheelchair access	As/when required	Both entrances safely accessible. Wheelchair users can access the building.

To continue to provision map to meet individual needs	Head of Learning assigns timetable with appropriate personalised provision for each pupil in discussion with all staff.		Annually	Pupil progress monitoring.
Create positive learning environment	Provide a desk and personal laptop for each individual pupil.  Pupils work / involvement in activities is displayed around school.  Learning walks carried out by proprietors	Pupils have clear and positive identify of their workstation  Wall displays in place.  Positive actions are identified and can be repeated in other areas. Barriers to learning can also be identified in order to make improvements.	As each new pupil arrives.  Ongoing  At least monthly.	Visitors to school comment on positive atmosphere in / around school.  Pupil attendance figures.
Ensure that all pupils are able to have their voices heard	School Council Suggestion box Individual face-to-face chat with nominated staff member Well trained staff who are aware of pupil needs/triggers and can facilitate pupils to share opinions/concerns	Pupils are actively sharing their views and concerns and feel empowered to address any difficulties with peers	Ongoing	Annual pupil evaluation shows that pupils feel able to share concerns and views (Likert scale)
Ensure that information is available in different formats to both parents/carers and pupils when required	The need for information to be in a different format for pupils is identified when completing the 'Pupil Profile' as part of a new pupil's induction  The need for information to be	Pupils and parents have access to information in a wide variety of formats	Ongoing	Pupil and parent feedback shows satisfaction with the information made available

	available in a different format for parents/carers would be identified in the initial parental interview			
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### Access to Information

Different ways of communicating are made available to enable all SEND pupils to express their views and to hear the views of others. There is a school council with pupils meeting regularly with nominated teaching staff and there is a suggestion box for pupils to pose questions or concerns.

Access to other information is planned, with a range of different formats available for pupils, parents and staff.

For carers we provide telephone contact, as required, electronic home-school contact (parents know that they can email either the Head of Development or Head of Learning at any time), and each pupil has a home-school book. Newsletters go home every half term and the school's management team operates an 'open door' policy for parents/carers.

For pupils there is a high adult to pupil ratio to enable appropriate support, with staff trained in using a communication and interaction style that facilitates maximum engagement from pupils with autism. Visual communication and learning aids are provided as required.