



ACCESSIBILITY PLAN

Completed by Laura Austin, Headteacher

Checked by Catherine Beard, Executive Headteacher

August 2024

The school context

Easthorpe School is an Independent SEMH school **that provides specialist education for 7-18 year olds with social, emotional, and mental health difficulties (SEMH). Our pupils may have a number of diagnoses including: ASD, ACES, ADHD, FASD, anxiety and/or, communication and interaction, cognition, and learning needs. The school is on two floors with access to the second floor by 4 different staircases.**

1. This Accessibility Plan has been drawn up in consultation with the Executive Headteacher and school staff and covers the period from August 2024 – July 2027.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Easthorpe School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Maintain the current standards to the **physical environment** of the school. **Sustain the current standards of the school's physical environment and maintain specialist facilities as needed. This includes ongoing improvements to the physical environment and physical aids to support access to education.**

- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
 6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors (when in place) in the matter of disability discrimination and the need to inform attitudes on this matter.
 7. The Accessibility Plan should be read in conjunction with all other Easthorpe School policies which may include the following:
 - Curriculum
 - Equal Opportunities and Diversity
 - Staff Development
 - Health & Safety (including off-site safety)
 - Inclusion
 - Special Needs
 - Behaviour Management
 - School Improvement Plan
 - Asset Management Plan
 - School Brochure and Mission Statement
 - Teaching and Learning File
 8. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Health and Safety Officer. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

9. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all directors' meetings will contain an item on "having regard to matters relating to Access".
10. The School website will make reference to this Accessibility Plan.
11. The School's complaints procedure covers the Accessibility Plan.
12. Information about our Accessibility Plan will be published in the Head teachers Annual Report to Parents (statutory).
13. The Plan will be monitored through the Curriculum and the Premises meetings.
14. The Plan will be monitored by Ofsted as part of their inspection cycle.

Further guidance on the scheme is available on the DRC website: -
www.drc-gb.org/businessandservices/disabilityequalityduty.asp

DATE: 7th August 2025

Easthorpe School Accessibility Plan November 2025

Improving the Physical Access at Easthorpe School

Action Plan Ref.	Item	Activity	Timescale	Cost £
1	Accessible car parking	Bays have been repainted and marked clearly for all visitors and staff	completed	
2	Accessible toilet	An accessible toilet is located on the ground floor at reception	completed	

3	Light switches, power outlets and emergency alarm buttons All light switches and emergency alarm cords accessible by wheelchair users.	Accessible toilet has been replaced. Light switches are accessible by wheelchair users.	completed	
4	Wheelchair accessible classrooms, vocational unit and meeting area All classrooms downstairs, are all accessible by wheelchair. Meeting area available in wheelchair friendly area of school	Some upstairs classrooms are not accessible by wheelchair- a timetable would have to be agreed to ensure this had not detrimental effect on pupils who may use a wheelchair	completed	
5	Classrooms	All downstairs rooms are accessible but due to structure and age of the building there are some first floor rooms that would not be easily accessible.		
6	Maintain safe access to school and around the school building	Awareness of flooring, furniture and layout in planning for disabled pupils, ensure clear pathways	In place and ongoing	

Easthorpe School Accessibility Plan

Improving the Curriculum Access

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Achievement</u>
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements upon starting the new school. Staff are to complete Learnative mandatory training (Including equality and diversity). Staff are then able to complete non-mandatory training if desired. If needed then staff can focus on particular CPD areas through audit identification	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Staff will be able to demonstrate inclusive behaviours linking with equality and diversity.	During induction Reviewd at supervision	Increase in access to the National Curriculum

Training for teachers on meeting young peoples needs. Exploring neurodiversity and associated needs of young people.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	During induction Reviewd at supervision	
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation. Exemplar risk assessments for staff to refer to when planning.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Continuing- Folder created with local area risk assessments to use as exemplars as well as adding children's individual RA	
Classrooms are organised to promote the participation and independence of all young people.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases Ensure that work areas are suitable for all.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	ongoing	
Training for Awareness Raising of Disability Issues Equality and Diversity Training to be attended by all staff	Provide training for staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	During induction Reviewd at supervision and CPD	
Effective use of resources and specialised equipment to increase access to the curriculum for all young people.	Strategic deployment of support staff Use of ICT, eg: Clicker. Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, Ensure specialist	Positive impact on pupil progress Barriers to learning are removed by use of apps on It equipment	In place and ongoing	

	equipment (eg: hearing aids) is checked daily and seek advice if needed (eg: from Sensory Support)			
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Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	Take LEA advice from each LEA we have a partnership with about converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available and accessible for all	Ongoing	
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials as required.	All school information available for all	Ongoing	
Ensure toilets have picture symbols for gender for students with dyslexia	Purchase signs	Increased understanding for all students	complete	Toilets are currently labelled with large images, this includes male, female and disabled.