



Accessibility Plan

2023/24

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Introduction

At Edison Pace School we are committed to promoting fairness and equality in everything we do. We promote an ethos of care and trust where every member of the school community feels welcomed and valued.

Our Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Proprietors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that *"schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation"*.

According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support our Equality Policy and Objectives and will similarly be published on the school website.

Aims and Objectives

At Edison Pace School we are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan contains relevant and timely actions to:-

- Increase access to curriculum for students with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as the able-bodied students; (if a school fails to do this they are in breach of their duties under the Equalities Act 2010); 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 or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary- this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables,

textbooks and information about the school and school, events; the information should be made available in various preferred formats within a reasonable timeframe.

The Edison Pace School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the proprietors. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. Equality and Diversity issues will be considered when policies and procedures are reviewed and as required by the Equality Act 2010.

Accessibility Plan

	Equality Type	Target	Success Criteria	Next Review
1	Ability SEN	Enhanced intervention programmes delivered for all learners with learning difficulties. Enhanced delivery of bespoke qualifications for learners with complex needs.	<ol style="list-style-type: none"> 1) Intervention enhanced in line with EHCP reviews 2) Entry level, level 1 and level 2 qualifications developed 3) Staff trained and resources secured 	<p>June 2025</p> <p>June 2025</p> <p>June 2025</p>
2	Religious	Enhanced delivery of learning of other faiths	<ol style="list-style-type: none"> 1) Curriculum revised to increase teaching of other faiths 2) Interfaith events delivered, including hosting visits by interfaith groups 	<p>June 2025</p> <p>June 2025</p>
3	Disability	Enhanced provision of resources and strategies for learners with ADHD	<ol style="list-style-type: none"> 1) Develop and monitor nutritional offer to support ADHD learners 2) Sustain training for staff to inform planning and delivery methods 3) Develop resource bank to ensure learners have access to timers, adapted lessons, timed activities and planned breaks 4) Sustain links with external agencies for specialist support 	<p>June 2025</p> <p>June 2025</p> <p>June 2025</p> <p>June 2025</p>

4	All	Monitor recruitment processes to ensure equal opportunities for all	1) Sustain record of all staffing appointments – recording how role was advertised and recruited	June 2025
6	All	Enhanced learning on gender equality and discrimination against people on grounds of race, gender, religious beliefs, sexual orientation and disability and others of Protected Characteristics.	1) Citizenship curriculum revised to include teaching on; <ul style="list-style-type: none"> - Preventing violent extremism - Forced marriage - Domestic violence - Female genital mutilation - Honour based violence - LGBT 	June 2025
7	Communication and Interaction	Enhanced provision of alternative language engagement for non-verbal learners.	1) Staff trained to Level 1 in Makaton 2) Staff trained to Level 2 in Makaton 3) Additional staff trained to upper-level Makaton	Sept 2023 Sept 2024 Sept 2025

8	All	Tailored support/transition plans for anxious students in order to access education	1) Individual transition framework to support engagement, with regular case reviews. A robust plan in place, communicated to all stakeholders.	Sept 2025
9	All, specific to need	Accessibility lift	1) Method of access for a student identified as suitable to use following a risk assessment, supported by staff, in order to access the curriculum and lessons.	Nov 2023
10	All	Enhanced support for reading via a break out space (LRC)	1) Identified break out spaces allocated and used, in line with EHCPs 2) IPP and SSP to be used to direct and review usage and impact.	Nov 2023

Monitoring and Evaluation

The Proprietor and Headteacher review and implement the accessibility plan and will review it every three years in line with statutory requirements.

Whole school data and feedback on accessibility and the impact of this policy will be monitored and adjusted to secure a high-quality accessible environment.