

**Five
Rivers**[®]

Five Rivers
Virtual
Education
Accessibility
Plan

**FIVE RIVERS CHILD
CARE LTD**

'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

Policy Owner	Head of Virtual Education
Authoriser	Head of Education
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1. Policy

1.1 Aims

Schools 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 pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Five Rivers is committed to ensuring that all children and young people have equal worth and equal rights and a belief in each child or young person's potential, no matter what they have experienced or what they have done.

We will actively seek to:

- Promote equality of opportunity between people with disabilities and other people.
- Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of people with disabilities that is related to their disabilities.
- Promote positive attitudes towards people with disabilities.
- Encourage participation by people with disabilities in public life. It is also important to
- respect the wishes of children with disabilities so that they do not feel pushed into activities they do not wish to take part in.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

1.2 Online Accessibility Plan

The Equality Act 2010 is implemented in all aspects of the online school. Five Rivers Virtual Education will always ensure:

- That disabled pupils, their parents/carers/responsible adults and associated professionals are actively involved in developing access to their education.
- Not to discriminate against disabled pupils in their admissions and provision of education.
- To always take account of pupils' disabilities and continually assess if these needs are met.

- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- Accessible learning resources are provided to enable access to the curriculum for all pupils.
- That staff are trained and informed about the individual needs of pupils with disabilities.
- Use technology to create education that can be used by all learners regardless of their ability.
- To review the Accessibility Plan annually and publish the Accessibility Action Plan every 3 years.

Five Rivers Virtual Education provides all pupils with a curriculum that is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning goals which are aspirational and achievable for all pupils.
- Meeting the diverse learning needs of all pupils.
- Overcoming potential barriers to learning and progress for all pupils.

Five Rivers Virtual Education is committed to providing comprehensive specialist dyslexia support to ensure that all learners can access and engage with their education effectively. We offer tailored interventions, including dyslexia-friendly lesson formats and personalised learning plans designed in collaboration with specialist dyslexia educators. Our curriculum incorporates multisensory teaching strategies, scaffolded instruction, and adapted materials, such as dyslexia-friendly fonts and colours, to enhance readability and comprehension. Through these provisions, we strive to create an inclusive learning environment where students with dyslexia can thrive and achieve their full potential.

1.3 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.

Schools 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.

1.4 Action Plan

	Objective	Strategy	Who	When	Success criteria
1	<u>Provide staff</u> with specific information on disabled pupils with whom they are working.	At the start of the <u>pupils</u> placement staff will be given information on the pupils they teach and attend an individual new pupil meeting with the Head Teacher.	Head Teacher	At the start of a pupil's placement and as needs arise.	Confidence/expertise in delivery of learning so that access is ensured, and engagement in learning is planned for prior to lessons.
2	To communicate new and updated information to staff to ensure that the needs of disabled pupils are met.	The teacher(s) of the pupil is encouraged to attend professional meetings relating to the <u>pupils</u> education and wellbeing in the first instance. Where this is not applicable, new and updated information will be communicated to staff.	Head Teacher and teachers	Ongoing	All staff will be in receipt of the most recent information about the pupils they are teaching.
3	All teachers will be provided with training where required, to ensure all disabled pupils achieve the best possible access to learning and outcomes.	All teachers will have access to training for pupil's specific disabilities if required.	Head Teacher and SLT	When applicable	All staff are fully informed and trained to meet the specific needs of disabled pupils.
4	Increased access to the curriculum for pupils with a disability	1ACE Virtual will be able to offer better access to learning for non-verbal and ESOL pupils by recruiting more teachers trained in sign/Makaton and trained to teach ESOL.	Head Teacher and SLT	End of the School year and ongoing.	We will be able to offer education to a wider number of learners where verbal communication has previously been a barrier to accessing learning.
5	Ensure all parents/ carers of disabled pupils are engaged in a partnership approach to their child's needs.]	At the start of the <u>pupils</u> placement the Head Teacher will have a meeting with the parents/carers of the pupil and send them the teachers and Head Teachers contact details to promote contact. The Head Teacher/teacher will make regular contact with the parent/carer to discuss updates and progress and attend pupil meetings when required.	Head Teacher.	At the start of a pupil's placement, as needs arises, or at least every term.	Achieve a close working relationship between staff and parents/carers. Parents/carers will feel confident to contact staff members.
6	All pupils to be individually consulted about their needs and areas of difficulty.	Regular pupil discussion with <u>their</u> teacher, and the teacher to liaise with Headteacher.	Head Teacher and teachers.	Ongoing and when applicable	Pupils will feel confident to express and discuss their needs with their teacher.
7	Ensure access to autonomous learning platforms for disabled pupils and promote independent learning.	Regularly review existing and source new online learning platforms suitable for disabled learners to access independently.	Head <u>Teacher</u> and teachers.	At the start of a pupil's placement and at least every term.	Measured use of autonomous online learning platforms by disabled pupils. Improved independence of learning for disabled pupils.
8	Pupil meetings	Regular staff meetings to review the learning, progress and wellbeing of disabled pupils to ensure that their needs are met, and their wishes are communicated.	Head Teacher and teachers.	Weekly	Disabled pupils will feel confident that they are being heard and they feel confident and secure.

1.5 Monitoring Arrangements

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

2. Links with Other Policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality and diversity policy
- Special educational needs (SEND) policy