



'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'

Accessibility Plan

Endeavour House

Policy Owner	Headteacher
Authoriser	Head of Education
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1. Policy

1.1 Policy Statement

Our school is committed to providing an inclusive environment where all pupils can access, participate in and benefit from education, regardless of disability, need or difference, and will take reasonable steps to remove barriers to learning and participation.

1.2 Terms and Definitions

The below table sets out a number of terms and definitions used within this document:

Term	Definition
Nil	

1.3 Data Protection

The Five Rivers Group supports the objectives of the United Kingdom General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA 2018) and other legislation relating to Data Processing, including the Human Rights Act 1998, the Safeguarding of Vulnerable Groups Act 2006 and the regulations that underpin our services. The Five Rivers Group has a statutory obligation to process personal data in accordance with the provisions of the United Kingdom General Data Protection Regulation (UKGDPR) and the Data Protection Act 2018.

Every member of The Five Rivers Group has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the United Kingdom General Data Protection Regulation (UKGDPR), the Data Protection Act 2018, the Five Rivers Group Data Protection Policy and The Five Rivers Group Data Retention Policy.

1.4 Disclosure of Information

It is a criminal offence for a person to knowingly or recklessly sell, disclose or retain personal information outside of the Five Rivers Group under section 170 DPA 2018 without a legitimate purpose and legal basis. The Five Rivers Group considers these actions unauthorised and will take all necessary action to ensure personal data is not disclosed, retained or sold without a valid legal reason including referral to the criminal investigations team of the information commissioner's office (CRIT ICO).

2. 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.

Endeavour House is committed to ensure 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 persons.
- 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.

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.

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Objectives <i>Short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
	Short Term	Identify pupils who need additional help		ongoing	

Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. Use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress to be tracked for all pupils, including those with a disability. Targets to be set effectively and are appropriate for pupils with additional needs. The curriculum to be reviewed to ensure it meets the needs of all pupils. Teachers to adapt, where possible, resources and techniques to suit a wide range of learners To take account of a variety of learning styles when teaching including when teaching pupils with dyslexia	To comply with the Equality Act 2010 To ensure collaboration between school and homes/parents/carers Provide a range of assessment material to assist in evidencing progress Use of interactive ICT resources CPD for staff. Advice to be taken from specialists	HT and all teachers		Clear collaborative working Strategies evident in classroom practice ASD children supported and accessing curriculum Progress made against EHCP targets Learning styles and activities evident in lessons Resources evident in classrooms
	Create strong links with external partners e.g. Advisers, Social Service, Health Service, Speech and Language therapists, Specialist teachers.				

Increase access to the curriculum for pupils with a disability	Medium and Long Term Should it become necessary, Braille signs for visually impaired children will be installed Should it be necessary, visually impaired children to bring guide dog to school to support them Should it become necessary, a sound loop for hearing impaired children will be installed. Have appropriate seating and desk support available to provide necessary back support where required. Ensure children with disabilities have access to extra-curricular activities both theoretically and practically. Provide ear defenders (noise cancelling headphones) for children sensitive to noise as needed. Additional staff will be allocated (1:1 or 2:1) to accompany solely those children with specific needs. Wheelchair access bus/coach transport would be used if required. Risk assessments will be carried out for chosen trip locations. Ensure all children with disabilities can access school trips unless a full risk assessment indicates that	Identify in pupil's individual curriculum or EHCP All staff to be aware of each pupil's needs Trips and visits to take in to account pupils with disabilities Advice to be taken from specialists to ensure appropriate and relevant resources in place Ensure pupils with dyslexia have access to coloured overlays; Font to be Arial; size 11 when creating worksheets Line and paragraph spacing 1.5 No black ink on white paper If using black ink, the paper is to be coloured not white Use weighted blanket, fidget or chew toys, pencil grips where necessary to support learning and sensory needs Improve gross and fine motor skills Access to a SaLT and OT Develop different life skills including cooking Access to direct therapy, drop-in sessions where needed. Therapist communication with parents/carers	HT and all teachers	Termly/ Annually dependent on need	Clear collaborative working Strategies evident in classroom practice ASD children supported and accessing curriculum Progress made against IEP targets Learning styles and activities evident in lessons Resources evident in classrooms Resources for dyslexia needs including coloured overlays
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	participation should not take place. Use appropriate resources to aid children with dyslexic type Difficulties.				
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Improve and maintain access to the physical environment	Short Term Improve the physical environment of the school Ensure visually stimulating environment Ensure all children are able to be involved in school activities To ensure that the medical needs of all pupils are met fully within the capability of the school Ensure disabled parents have opportunities to be involved	The school have taken account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments in the recent improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings Colourful, lively resources displayed Create access plans for identified pupils To liaise with families and external agencies To provide relevant training for staff and establish individual protocols where necessary Adopt a more proactive approach to identifying the access requirements of disabled staff and students.	HT and Five Rivers whole company approach HT and all staff SLT	Ongoing	Enabling needs met where possible. Stimulating, positive learning environment created.
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Improve and maintain access to the physical environment	Medium and Long Term Continue to develop facilities	Risk Assessments in place To ensure for students with dyslexia, that displays are not overstimulating; examples of work & vocabulary to support with learning on the working wall using dyslexia friendly font like 'Arial'	HT and all staff	Termly/ Annually	Inclusive facilities
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	To ensure all surrounding areas of the school are safe			dependent on need	No accidents
Improve the delivery of information to pupils with a disability	Short Term To use a range of communication methods to ensure information is accessible.	Investigate symbol software to support learners with reading difficulties. Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing the school library to ensure the availability of large font and easy read texts will improve access. Auditing signage around the school to ensure that is accessible to all.	HT and all staff	Ongoing	Communication is accessible

Improve the delivery of information to pupils with a disability	Medium and Long Term To regularly review pupils' records to ensure full awareness of any disabilities	Information collected for each student All staff to read and have access to student risk assessments and pupil's behaviour profile. Regular strategy & risk assessment meetings Annual reviews CIN meetings Significant health problems: all staff fully aware of each student. Information kept on file accessible to school staff Opportunity to share what therapy is about with pupils.	HT and all staff	Termly/ Annually dependent on need Every 6 months to a year	All staff aware of pupils with disabilities and their needs
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5. Monitoring arrangements

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

It will be approved by the Board of Directors

6. 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.