



Underley Garden School Accessibility Plan 2025

Introduction

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Under the Equality Act 2010: Schedule 10, and Disability Discrimination Regulations 2005, we are committed to increasing access to education for children with disabilities and additional education needs.

In keeping with this, the School Access Plan aims to cover three aspects of access for children with disabilities:

The purpose of the plan is to:

- Increase the extent to which students with disabilities can participate in the curriculum
- Provide a physical environment at school that enables students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to ALL pupils and stakeholders

A disability is defined as where a medical condition lasting longer than twelve months impacts on a child's behaviour and ability to learn. Such conditions may be physical ones affecting mobility, manual dexterity, continence, ability to lift, hearing, eyesight, and risk perception; or there may be mental impairment resulting in learning difficulties.

Although it is impracticable at present to accommodate children with serious physical disabilities, all **reasonable adaptations** will be made wherever possible.

Review of Existing Arrangements

1. The physical environment

The buildings meet the requirements of the UK planning regulations specifically approved Document part M -Access to and use of buildings Part 2. Where existing buildings are adapted for change of use planning approval is sought and the above guidance is followed to arrive at an adaption that receives planning approval and certification.

Where it is not physically possible in adapting a building to create full access to all parts, welfare and comfort facilities will be replicated in the accessible part of the building and alternative locations for any specialist subject will be identified in the planning and delivery of those plans.

When considering referrals for students with additional education needs beyond their current building construct or provision, Head teachers and SLT will draw on the Estates and Projects team in their deliberations to provide the specialist knowledge around the building and its structure.

Questions considered as part of this deliberation process:

1. Do we need to consider any changes to the layout or size of internal and external spaces to support the referral?
2. Would there need to be any changes or adaptations to access?
3. Is there unsupported access to welfare facilities?
4. Do all play and outside activity areas support access without any specific additional support?
5. Does internal or external signage need to be changed or adapted to give clear information?
6. Are any changes to décor required to support sensor challenges or to aid location awareness?

A Review of existing arrangements for access to the curriculum, school design, and accessibility of information is conducted annually using the attached Questionnaire (see **Appendix 1**).

The review is the responsibility of Headteacher and SLT and SENCo. Other stakeholders including pupils, staff and supporting professionals are consulted as part of the review.

Additional or new access requirements for individual pupils will be discussed at EHCP meetings (Statutory/Interim) to include the voice of all stakeholders and added to short term targets on the plan.

The Statement of Current Provision identifies active policy, practice and resourcing in place at the school as identified in the audit.

Areas for further development are included in The Access Plan.

2. Summary of current provision for Young Persons with disabilities

Our school is a healthy, happy, safe and secure environment that makes a significant positive difference to the children within our care. We have high expectations of ourselves and our children so we can all reach our true potential. Through our nurturing and therapeutic approach, we will enable all our children to leave as successful, valued, and independent people.

Values

- Demonstrate effective communication and engagement
- Display kindness and compassion
- Show equality and mutual respect
- Promote a growth and development mind-set in yourself and others
- Establish strong collaboration and teamwork

- Take individual and collective responsibility for the success of the school

Current Provision

- 1:1 provision (Additional support)
- Multi-sensory rooms
- Personalised curriculum
- Individual and bespoke timetables
- Small groups
- Staff expertise and experience in a range of challenging behaviours and moderate learning difficulties
- Qualified SENCO
- Dedicated Keyworker
- Staff accompany/walk young people to education
- Allocated staff for regular support
- Therapeutic intervention
- Occupational Therapy
- SaLT
- Clinical Psychology
- Range of intervention strategies
- On-going challenging behaviour training
- Daily de-briefings on individual young people
- Daily handover meetings
- Personalised target setting – academic and behavioural
- Resources (including reading materials) that are reflective of cohort diversities
- Information in both words and ‘words in print’ pictures
- Intervention strategies and resources (including software) for Reading, Writing and Mathematics
- Gender neutral uniforms /uniforms designed in consultation with pupils
- Access to advocates
- Provision plans for students with poor mental health including self-harm management
- Broad Curriculum offer with multiple accreditation pathways
- Independent careers advice delivered through multiple medias alongside 1-1 meetings
- Culture Capital opportunities developed for all students
- Planned and resourced Access arrangements for examinations
- EHCP /PEP/CLA action pathway support plans

Access Plan Format

The Access Plan, (see **Appendix 2**), is produced after the review of arrangements. The Plan includes identified targets in the short, medium or long term plus strategies / action to be used or taken.

The leadership team are responsible for monitoring the implementation of the plan and keeping the equality of access and access needs of the school under review. The school’s Health and Safety Committee review and update the plan annually alongside the SLT. The plan can be updated at any time in between to address specific needs of students as they arise.

REVIEW OF ACCESSIBILITY ARRANGEMENTS

REVIEW DATE: Sept 2025

PERSONS CONDUCTING REVIEW: D Glaves, H.O.S.

Section 1: How does your School deliver the curriculum?

Question	Current Children		Prospective Children		
	Yes	No	Yes	No	N/A
Do you ensure that Teachers and Learning Support Assistants have the necessary training to teach and support disabled children?	✓		✓		
Are your classrooms optimally organised for disabled children?	✓		✓		
Do lessons provide opportunities for all children to achieve?	✓		✓		
Are lessons responsive to children's diversity?	✓		✓		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓		✓		
Are children encouraged to take part in music, drama and physical activities?	✓		✓		
Do staff recognise and allow for the mental effort expended by some disabled children, for example, using lip reading?	✓		✓		
Do staff recognise and allow for the additional time required by some disabled children to use equipment in practical work?	✓		✓		
Do staff provide alternative ways of giving access to experience or understanding for disabled children who cannot engage in particular activities, for example, some forms of exercise in physical education?	✓		✓		
Do you provide access to computer technology appropriate for children with disabilities?	✓		✓		
Are School visits, including overseas visits, made accessible to all children irrespective of attainment or impairment?	✓		✓		
Are there high expectations of all children?	✓		✓		
Do staff seek to remove all barriers to learning and participation?	✓		✓		
Do reading materials reflect the diversity within the school's cohort?	✓		✓		
Do resources and educational materials represent the groups identified in the Equality Act 2010?	✓		✓		

Section 2: How does your School deliver materials in other formats?

Question	Current Children				Prospective Children		
	Yes	No	N/A		Yes	No	N/A
Do you provide information in simple language, symbols, large print, on audiotape or in Braille, for children and prospective children who may have difficulty with standard forms of printed information?			✓				✓
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities, e.g. by reading aloud, overhead projections and describing diagrams?	✓				✓		

Do you have facilities, such as ICT, to produce written information in different formats?	✓				✓		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓				✓		

Section 3 -Leadership

Question	Current Children				Prospective Children		
	Yes	No	N/A		Yes	No	N/A
Have you published your SEND information report?			✓				✓
Is the SEND report linked to the local offer?			✓				✓
Is everyone at the school aware of the Equality Act 2010?	✓				✓		
Do ALL staff receive regular training on policy, practice around equality and diversity issues?	✓				✓		
Are students involved in the recruitment of teaching/pastoral/care staff?	✓				✓		
Do you analyse student and staff feedback to change and improve accessibility at the school?	✓				✓		

Access Plan

PROVISION OF INFORMATION

INTENT/ TARGET		Strategies / Actions	Lead Person	Date to complete Actions by
Short Term	Availability of written material in alternative formats.	1. All information to be developed with the option of presenting in alternate formats. 2. The ongoing strategy of providing pupils with access to IT during the school day.	SLT	Winter term 2026
Medium Term	Raise staff awareness of technology and practices developed to assist pupils with additional learning needs.	Ongoing monitoring of training courses for suitability of supporting staff awareness and understanding.	SLT	Winter term 2026
Long Term	The integration of information technology into the overall school delivery strategy.	1. The integrated IT strategy will be developed after the completion of the building project. 2. The IT strategy will identify any specialist IT equipment. All individual pupil needs will be reviewed within the IT strategy. 3.	SLT & Corporate IT	Summer term 2026

Access Plan

CURRICULUM

INTENT/ TARGET		Strategies / Actions	Lead Person	Date to complete Actions by
Short Term	Raise pupil awareness of the different methods of communications.	Raising awareness through assemblies, tutor groups and Humanities lessons with support from Therapy team through direct class support and staff training activities.	SLT & whole school	Winter term 2026
Medium Term	The whole school curriculum development uses the IT systems and links in awareness of alternate communication and uses it where appropriate.	Develop staff understanding of the IT usage to support alternate learning and communication needs.	SLT & whole school	Winter term 2026
Long Term	The redevelopment of the school building and grounds will support curriculum access for pupils with different learning needs and social interactions such as ASD.	1. Creation of dedicated working areas with appropriate internal and external access. 2. Focused décor and colour schemes to support the access to learning. 3. Provision of specialist IT equipment and software as required.	SLT & Specialist teachers	Summer 2026

Checklist To comply with the requirements for your school to produce an Accessibility Plan have you:

- Involved disabled stakeholders in meaningful engagement/consultation to produce, monitor and annually review your Accessibility Plan (include pupils, all staff, governors, parents, visitors to school e.g. other professionals, support services, council officials and people from the wider local community)?
- Collected accurate and up-to-date data of the disabled population of the school and community?
- Analysed this data in terms of admissions, pupil achievement and exclusions?
- Considered how the Accessibility Plan objectives pay due regard to the 3 aims of the General Equality Duty and form part of the strategic planning of the school?
- Ensured each objective has a named person to lead it, is adequately resourced and has a clearly defined timescale?
- Set up a timetable to monitor the Accessibility Plan and report annually on progress? The Plan needs to be reviewed and revised after 3 years.
- Published the Accessibility Plan in a range of formats and made it available to all interested parties?