

Pathway Schools Ltd

Accessibility Plan

Statement of intent

This plan outlines how Pathway Schools Ltd aims to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which students with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to students with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account students' disabilities and the views of parents and students. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Director/governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Students' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

Date policy last reviewed: June 24

Date for next review: June 26

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1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Students and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

2. Roles and responsibilities

The Directors/governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of students' disabilities and medical conditions.
- Establishing whether a new student has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding students' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that students with SEND are appropriately supported.
- Ensuring they have oversight of the needs of students with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled students to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any student as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which students with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which students with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which students with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes students who use a wheelchair or mobility aid

- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account students' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Physical Environment

The Headteacher should undertake an audit of the extent to which students with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account students' disabilities and the preferences of the students themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible	Termly audit of physical environment	Directors SLT	Annually	School is aware of accessibility barriers to its physical environment and will make a plan to address them.	Annually
Medium term	Learning environment of students is not accessible to all.	Incorporation of appropriate colour schemes Appropriate signage for all areas.	Directors SLT	Completed	Appropriate colour scheme in place and supportive to reducing anxiety. All areas of the school will have appropriate signage.	Annually
	Toilets are not accessible	Handrails installed	Directors SLT	Completed – disabled toilet	All toilets are non-gender specific and disabled toilet facilities.	Annually
Long term	Students with physical disabilities cannot access school buildings	Construction work undertaken	Directors SLT	Annually	School buildings (ground floor) are accessible. Students unable to access the first floor will have lessons taught on the ground floor. Ramp to the front door. Yellow lines to be added to the edge of all stairs.	Annually

Planning duty 2: Curriculum

Headteacher should undertake an audit of the extent to which students with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account students' disabilities and the preferences of the students themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members do not know whether the curriculum is accessible	Yearly audit of curriculum	Headteacher	Annually	Management and teaching staff are aware of the accessibility gaps in the curriculum and make adjustments to ensure all students	Annually

					can access the curriculum.	
	Staff members do not have the skills to support students with SEND	<p>Induction of new staff members overseen by SLT</p> <p>INSET provided to staff members</p> <p>Training for teachers/tutors on differentiating the curriculum</p>	Headteacher	Annually	Staff members have the skills to support students with SEND	Annually
Medium term	School trips do not take into account students with SEND	<p>Needs of students with SEND incorporated into planning process</p> <p>Risk assessment process is robust</p>	Headteacher	Annually	Planning of school trips takes into account students with SEND	Annually
Long term	Students with SEND cannot access lessons	<p>Bespoke curriculum offered including small group, 1:1 teaching both on-site, off-site and at home where applicable.</p> <p>Annual review process ensures all students are able to access lessons.</p>	Headteacher	Annually Annual Reviews	Students with SEND can access lessons	Annually

Planning duty 3: Information

The Executive Headteacher should undertake an audit of the extent to which students with disabilities can access information on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account students' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Senior Leadership Team do not know whether school information is accessible or not	Audit of information delivery procedures.	SLT	Annually	School is aware of accessibility gaps to its information delivery procedures.	Annually
	School does not know how to make written information accessible	Regular face to face contact and phone contact with parents, carers and students. Introduce a system of emailing information to parents.	SLT Admin assistant	Ongoing	School is aware of accessibility gaps to its information delivery procedures and adapts to reduce these gaps.	Ongoing

Medium term	Written information is not accessible to students with visual impairments	Provide written information in alternative formats; including enlarged scripts, overlays and coloured paper for visual dyslexia. Incorporate appropriate colour schemes when refurbishing (to benefit students with visual impairments) and install window blinds	SLT Examinations officer	Ongoing	Written information is fully accessible to students with visual impairments	Ongoing
Long term	School website is not accessible to students with SEND	Audit of website – when operational Website development project with external IT company to add auditory information to website.	Headteacher	Ongoing	Website will be fully accessible	Autumn 2025

4. Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. Any changes to this plan will be communicated to all staff members and relevant stakeholders.