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In toto ed Ltd

Date reviewed: 27/01/2025

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A handwritten signature in blue ink, appearing to read 'SG', is positioned below the 'Approved by' text.

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## 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 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

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

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.

The school supports any available partnerships to develop and implement the plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including students, parents and staff of the school.

## 2. 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### **3. Action plan**

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

AIM	CURRENT PRACTICE GOOD Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for students with a disability</p>	<p>Bespoke curriculum pathways developed for all students. EHCP provisions reviewed in detail as part of consultation process. Identified specialist training delivered to meet student needs. Courses/qualifications are chosen and adapted to ensure accessibility for students. Staff plan alternative ways of providing learning experiences to enable all children and young people to access the curriculum. Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability. Staff recognise and allow for the mental effort/additional time required by some disabled children / young people. Access Arrangements are used when appropriate to support children / young people with accessing assessments.</p>	<p>To increase the specialist training of staff to meet a wide range of SEND needs appropriately</p> <p>Increase staff confidence in differentiating the curriculum to deliver high quality bespoke curriculum</p> <p>Ensure that staff have appropriate training to confidently use technology to enhance the curriculum for students with a disability</p>	<p>Thorough transition &amp; fact finding process to be carried out when students are referred to Peterborough, utilizing all professionals/family linked to the individual.</p> <p>Continue to investigate, identify and invest in specialist SEND training Continual CPD throughout the year supported by specialist training to build staff confidence and expertise</p> <p>To make sure all school staff have access to training through National College and other external training agencies.</p>	<p>Head of Centre SLT HR</p>	<p>July 2024</p>	<p>Staff will have a confident recall of knowledge to support a wide range of student needs. Staff will embed this in curriculum delivery consistently.</p> <p>Staff will use ICT effectively to enhance and support curriculum delivery.</p> <p>Staff will access a full range of CPD activities to promote equality &amp; diversity.</p>

AIM	CURRENT PRACTICE Include established practice, and practice under development	GOOD OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required.</p> <p>Peterborough includes: ·</p> <p>Disabled parking bays. Disabled student toilet</p> <p>Furniture at accessible height for all</p> <p>PEEPS in place for all students.</p> <p>Regular reviews of furniture and layout to meet student cohort needs.</p> <p>Checks of routes through buildings and exits regularly, including regular fire alarm practices.</p> <p>The size and layout of areas allow access for all children / young people.</p>	<p>For all In Toto Ed staff to be trained in access issues</p> <p>All staff to make head of school aware of any issues that may affect the physical environment.</p>	<p>Training to be identified and delivered</p> <p>Emergency and evacuation systems set up to inform all pupils including children / young people with SEN, including alarms with both visual and auditory components – currently awaiting a quote from alarm company for a visual alarm in the music room, and an external alarm for outdoor areas such as basketball court and construction room.</p>	<p>Head of Centre HR Director (SGu)</p>	<p>July 2024</p>	<p>Centre staff are able to demonstrate clear understanding of access issues and highlight where these may arise.</p> <p>There are clear plans and facilities to meets students sensory needs within the school.</p>

<p>Improve the delivery of information to students with a disability</p>	<p>The Centre approach to student information delivery is bespoke based on need as set out in EHCP or other professional advice. ·</p> <p>Where need is identified this is included in pathway planning such as: Overlays Paper colour Printed v digital content</p> <p>Provision of laptops is considered to aid recording and / or communication.</p> <p>Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.</p> <p>Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.</p> <p>There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability.</p>	<p>To improve the use of visuals as part of the ordinarily available provision</p> <p>To continue to upskill staff to be confident in alternative methods of delivering information to meet a wide range of needs.</p> <p>To consider the available communication methods between the Centre and home/students.</p>	<p>Visuals to be common throughout Centre as part of ordinarily available provision.</p> <p>Staff to receive CPD in communication needs and alternative methods of delivering information.</p> <p>Accessible communication methods to be researched and addressed to meet student and family needs.</p>	<p>Head of Centre &amp; staff team</p>	<p>July 2024</p>	<p>The Centre will have visuals used throughout in key places as well as supporting students where appropriate, with resources such as pictorial timetables.</p> <p>Staff will be confident in using a range of communication methods to support students with a range of needs.</p> <p>Range of appropriate communication methods are discussed with students, families and carers, and implemented throughout the curriculum and school building.</p>
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## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the Director of HR, Safeguarding and Compliance.

## 5. Links with other policies

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

- › Risk assessment policy
- › Health and safety policy
- › Equality information and objectives (public sector equality duty) statement for publication
- › Special educational needs (SEN) information report
- › SEND policy
- › Supporting students with medical conditions policy
- › Disability policy