



The right support, at the right time

Accessibility Plan

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1. Aims

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

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

Our provision is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Leading Futures supports any available partnerships to develop and implement this plan.

This plan will be made available online on the provision's website, and paper copies are available upon request.

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

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 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.

Educational provisions are required to make 'reasonable adjustments' for learners with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled learner faces in comparison with non-disabled learners. 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 good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long- term objectives</i>	Actions to be taken	Person responsible
<i>Increase access to the curriculum for learners with a disability.</i>	<p>Our provision offers an adapted and differentiated curriculum that meets individual needs.</p> <p>We use resources tailored to the needs of learners who require support to access the curriculum. Curriculum resources include examples of people with disabilities.</p> <p>We provide bespoke interventions, including literacy, numeracy, and therapeutic support.</p> <p>Curriculum progress is tracked for all learners, including those with a disability.</p> <p>Each learner has a Learner Provision Plan (LPP) that outlines their additional needs and alerts staff to personalised targets. Targets are set effectively and are appropriate for learners with additional needs.</p> <p>We use targets and LPPs to inform planning and review cycles. The curriculum is reviewed to ensure it meets the needs of all learners. We involve families, carers, and professionals in curriculum planning and target setting.</p> <p>We train staff in inclusive and trauma-informed approaches.</p>	<p><u>Short</u> To ensure adaptive resources are fully stocked.</p> <p><u>Medium</u> To ensure planning of the curriculum meets the needs of all current and prospective learners.</p> <p><u>Long</u> To ensure long term curriculum planning factors in the need for a tailored, adapted and differentiated curriculum.</p>	<p>Regular stock checks.</p> <p>Continuous review of the curriculum through a quality improvement plan and school self-evaluation.</p> <p>Use learner profiles to inform curriculum intent and progression routes.</p> <p>Ensure curriculum planning includes flexible pathways to support different starting points and endpoints.</p>	<p>Director of SEND</p> <p>Director of Service and Director of SEND</p> <p>Director of Service and Director of SEND</p> <p>Director of Service and Director of SEND</p>

<p><i>Improve and maintain access to the physical environment.</i></p>	<p>The environment is adapted to the needs of learners as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • A safe and welcoming environment. • Step-free access to the building. • Appropriate corridor width in downstairs areas. • Allocated parking bays. • Disabled toilets. • Quiet spaces for regulation and support. • Making reasonable adjustments for learners with sensory, physical, or mobility needs. • Seeking advice from occupational therapists or other relevant professionals when needed. 	<p><u>Short</u> To ensure the continuous good working order of facilities within the environment.</p> <p><u>Medium</u> To regularly review accessibility needs through site audits and risk assessments.</p> <p><u>Long</u> To ensure that any long-term plans for change in structure factor in the need for access to the physical environment.</p>	<p>Issues or problems reported to the Directors in a timely fashion.</p> <p>Regular checks completed by Directors to ensure effectiveness.</p> <p>Any structural development plans are completed with emphasis on accessibility.</p>	<p>Director of Service and Director of SEND</p> <p>Director of Service and Director of SEND</p> <p>Director of Service and Director of SEND</p>
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<p><i>Improve the delivery of written and digital information to learners with a disability.</i></p>	<p>Our provision is committed to using a range of communication methods, where necessary, to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Providing key documents in accessible formats (large print, coloured paper, audio). • Using visual supports, simplified language, and symbols as appropriate. • Ensuring the Leading Futures website and digital resources meet accessibility standards. • Using communication-friendly approaches, including PECs, or assistive technology. • Involving learners in reviewing how information is shared to ensure clarity and understanding. 	<p><u>Short</u> To ensure all resources needed for delivery are relevant.</p> <p><u>Medium</u> To complete regular assessments of where varying communication methods are needed.</p> <p><u>Long</u> To ensure that learners with disabilities are making required progress through communication aids.</p>	<p>Regular reviews of equipment needed in relation to any disability needs.</p> <p>Regular assessment of the school environment and how applicable it is for information delivery.</p> <p>Regular checks through learner provision plans and progress trackers to ensure the needs of communication delivery are being met.</p>	<p>Director of SEND</p> <p>Director of Service and Director of SEND</p> <p>Director of Service and Director of SEND</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 approved by both Directors of Leading Futures Education Services Limited.

5. Links with other policies

This Accessibility Plan is linked to the following policies and documents:

- Equality, Diversity and Inclusion Policy.
- Health and Safety Policy.
- Risk Assessment Guidance Statement.
- Special Educational Needs Policy.
- Special Educational Needs (SEN) Information Report.
- Supporting Learners with Medical Conditions and Administering Medication Policy.