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1. Statement of intent

A person is regarded as having a disability under the Equality Act 2010 if 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.

Wider Ambition schools are intended for academically able students with autism, anxiety, and related needs. Many of our students therefore have significant needs and are considered disabled under the definition in the Equality Act.

The curriculum, physical environment, and provision of information at Wider Ambition settings are specifically designed to cater for students with autism, anxiety and related needs. We recognise that some young people with these needs may also have other disabilities and that our staff and visitors may also be disabled.

We are mindful to the needs of people with other disabilities and will make reasonable adjustments, as necessary. An adjustment will not ordinarily be considered reasonable if it is expected to have a material detrimental impact on our existing cohort of disabled students.

It is our intention that, to the fullest reasonable extent, Wider Ambition settings will be accessible to all students who meet our admissions criteria and to any staff and visitors, regardless of any disability.

Funding is routinely allocated at Wider Ambition settings for resources and support in relation to autism, anxiety, and related needs. Reasonable adjustments in relation to other disabilities will be funded via a student's Education, Health and Care Plan or, where appropriate, by Wider Ambition.

The effectiveness of our provision is continuously monitored by the Governing Body. The need to ensure accessibility is a key consideration when any building work is discussed by the Governing Body.

This is a working document which is updated as necessary. Requests for reasonable adjustments can be made to the School Administrator at any time.

2. About our policies

- 2.1. Our policies have been developed to comply with all relevant legislation and associated guidance. Policies will be updated periodically as necessary.

- 2.2. Our policies are inter-related and are intended to be read, understood and used collectively.
- 2.3. All staff and governors are expected to be familiar with and abide by our policies.
- 2.4. The School Administrator is responsible for ensuring volunteers and visitors are familiar with any policies which are relevant to their involvement and for taking reasonable steps to ensure compliance.
- 2.5. By accepting and maintaining a placement at a Wider Ambition setting, parents agree to support the ethos and policies. Parents are able to access these documents via the website, or by emailing the School Administrator.
- 2.6. The Headteacher is responsible for ensuring policies are implemented fairly, effectively, and consistently in each setting.
- 2.7. The Headteacher is responsible for identifying any training needs in relation to our policies. The School Administrator is responsible for arranging the required training. All staff are expected to engage in continuous learning and ongoing training appropriate to their roles.
- 2.8. The effectiveness of our policies and their implementation is monitored by the Governing Body. Unless otherwise stated, the Governing Body reviews each policy annually.
- 2.9. The Governing Bodies for Wider Ambition settings are provided by Governing for Ambition, an independent community interest company. The Governing Body uses its expertise to monitor the performance of each setting and to advise the Proprietor of any recommended actions. Responsibilities assigned to the Governing Body are limited to these advisory and accountability functions.
- 2.10. Wider Ambition Ltd is a subsidiary of Wider Plan Ltd. References to the Proprietor mean a Director of Wider Ambition or a senior representative from Wider Plan with delegated authority.
- 2.11. The Senior Leadership Team (SLT) includes the Headteacher, Proprietor, Pastoral Lead, Curriculum and Assessment Lead, and any member of staff to whom responsibility is temporarily delegated by the Headteacher or Proprietor.
- 2.12. All references to parents within our policies should be interpreted to include parent carers.

Accessibility Plan



3. Accessibility of our curriculum

Objective	Action	Timescale	Responsibility	Success criteria	Review
All students and staff will have access to information technology appropriate to their individual needs	<p>Each student be provided with a computer or tablet</p> <p>Appropriate software will be provided</p> <p>Students will be helped to select appropriate accessibility settings on their computer / tablet</p> <p>Appropriate peripheral hardware will be provided</p> <p>Staff will routinely use technology to support the delivery of the curriculum</p>	Ongoing	Headteacher	All age groups will routinely use technology without hindrance or frustration	Termly
Each student's SEND provision will be implemented effectively and consistently	Staff will have a good understanding of each student's SEND provision through regular staff meetings, interaction with therapists, effective information	Ongoing	Headteacher Parents	All staff can clearly discuss the needs of every student and apply this knowledge at all times	Ambition Pathways are reviewed by staff on an ongoing basis and in termly meetings with parents

Accessibility Plan



	<p>handover procedures and acting on feedback from parents and students</p> <p>Ambition Pathways will be in place and regularly reviewed for each student</p> <p>Any matters arising which cause anxiety or otherwise present an obstacle to students will be addressed promptly</p> <p>Any support which has been agreed for a student will be implemented reliably</p>			<p>Students make good progress and feel able to attend school</p> <p>Student and parent feedback is positive</p>	<p>Each student's SEND provision is reviewed annually in line with EHCP Annual Reviews</p> <p>Students and parents are full participants in Annual Reviews and in any changes to an Ambition Pathway</p>
<p>Students' identified areas of need are reflected in lesson planning and delivery</p>	<p>Staff receive regular training and updated resources with assistance from an on-site therapy team</p> <p>Curriculum planning meetings</p> <p>Provision of resources to support learning</p>	Ongoing	Headteacher	<p>Students are able to fully access learning appropriate to their needs in every lesson</p> <p>Students make good progress and feel able to attend school and engage in all lessons</p>	Termly

Accessibility Plan



<p>All students will be able to participate in off-site activities</p>	<p>Activities and location to be disability friendly – this will be checked through an initial visit by staff</p> <p>All aspects of the trip will be carefully planned and communicated as necessary to students and parents in advance to minimise anxiety and allow their input</p> <p>Appropriate transport arrangements are made.</p> <p>The staffing ratio will be planned in order to meet the needs of all students</p>	<p>Ongoing</p>	<p>Headteacher Educational Visits Coordinator</p>	<p>All students able to participate in school activities & trips</p>	<p>Termly</p>
<p>All students will be able to take part in appropriate physical exercise</p>	<p>We will offer a variety of physical activities and make use of external facilities to ensure all students can participate</p> <p>The timing of physical activities and any requirement for students to change their clothing will be planned in light of students' needs</p> <p>The staffing ratio will be planned</p>	<p>Ongoing</p>	<p>Headteacher</p>	<p>All students able to participate in PE</p>	<p>Termly</p>

Accessibility Plan



	in order to meet the needs of all students				
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Accessibility Plan



4. Accessibility of our physical environment

Objective	Action	Timing	Responsibility	Success criteria	Review date
<p>People with diverse needs will be able to access all unique facilities in the school buildings</p>	<p>Corridor widths, door openings and furniture configuration are planned to enable wheelchair access to all unique facilities, which will be situated on the ground floor</p> <p>An accessible toilet is available</p> <p>Sensory areas are available to ease transitions between rooms</p> <p>Lighting, furniture and decor are planned to retain a home-from-home feel and minimise anxiety</p> <p>Changes to physical environment are planned carefully</p>	<p>Ongoing</p>	<p>Pastoral Lead</p>	<p>Students, staff and visitors are able to access all unique facilities as appropriate</p>	<p>Termly</p>

Accessibility Plan



<p>Classrooms are organised in a way which meets the needs of any disabled students</p>	<p>Classroom layouts are planned in accordance with student needs</p> <p>Any changes are planned carefully and communicate changes to students in advance where possible</p> <p>A variety of options is provided for seating and workspaces, including options for students to work outside or in other internal areas where needed</p> <p>Appropriate resources are made available in the classroom and ensure they are available and accessible to disabled students at the point of need</p>	<p>Ongoing</p>	<p>Headteacher Facilities Assistant</p>	<p>Students feel fully included and able to access all activities</p>	<p>Termly</p>
<p>Outdoor space and facilities will be accessible to staff and students with diverse needs</p>	<p>Pathways will be maintained to provide wheelchair-friendly access to outdoor space</p> <p>Outdoor activities will take place in a location which is accessible to all relevant students</p>	<p>Ongoing</p>	<p>School Administrator</p>	<p>All students and staff can access all activities and resources on offer</p>	<p>Termly</p>

Accessibility Plan



Accessible changing facilities will be available	An accessible shower room is available to all students at Lokrum Fields		School Administrator	All students have appropriate access to showers and changing facilities	Annual
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5. Accessibility of information

Objective	Action	Timing	Responsibility	Success criteria	Review date
All students, parents, staff and visitors will be able to access information and reasonable adjustments will be made in relation to any disability	<p>Most information will be available in electronic format (eg email or text message) so that users can take advantage of changing the font size or colour and using screen readers</p> <p>Students will ordinarily be permitted to use their school laptop / notebook at home and information for parents can be available on this where parents lack access to technology</p> <p>Information will be available in hard copy where appropriate, including whenever a user has a disability which means that they cannot access technology</p> <p>Plain English will be used wherever practical</p> <p>Strategies such as information chunking and written versions of verbal and visual information will be used as necessary</p>	Ongoing	Headteacher School Administrator	<p>All people will be able to access information effectively</p> <p>Feedback from students and parents</p>	Termly

Accessibility Plan



	<p>Staff will communicate information verbally where the written word is inaccessible</p> <p>Where information is potentially complex or in large quantities, for example at Annual EHCP Reviews, it will be provided in advance to ensure users can access it effectively</p> <p>Users will be given sufficient time to access, process, and respond to information</p>				
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