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Accessibility plan

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| **Written by:** | **Rob Stevenson** | **Date: December 2024** |
| **Last reviewed on:** | **NEW** | |
| **Approved by:** | **Andrew Powell (Proprietor)** | |
| **Next review due by:** | **December 2025** | |

**Aims**

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 learners with disabilities can participate in the curriculum
* Improve the physical environment of the provision to enable learners with disabilities to take better advantage of education, benefits, facilities and services provided
* Improve the availability of accessible information to learners with disabilities

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.

At Higher Farm Education our mission statement is to re-engage young people with SEND back into Education and provide them with a pathway to employability through bespoke practical learning experiences. Our unique setting provides the foundation to nurture

well-being, build trust and develop independence; to be successful in life.

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

Our provision is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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

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

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# Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for provisions on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

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](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘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.

Provisions are required to make ‘reasonable adjustments’ for learners with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a learner with disabilities faces in comparison with a learner without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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

| aim | current good practice  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 |
| --- | --- | --- | --- | --- | --- | --- |
| Increase access to the provision’s curriculum for learners with additional needs | * Our provision offers a differentiated curriculum for all learners * We use resources tailored to the needs of learners who require support to access the curriculum * Curriculum progress is tracked for all learners * Targets are set effectively and are appropriate for learners with additional needs * The curriculum is reviewed to make sure it meets the needs of all learners | To ensure ongoing access to the curriculum for any pupil with a stated disability.  To ensure the provision is accountable and frequently reflects on curriculum aspects that may impact accessibility, equality or inclusion.  To identify any barriers to learning for learners with accessibility risks and create a plan to mitigate these. | Ongoing review of curriculum plans.  Individual planning for learners with a disability e.g. possible risk assessment, liaison with agencies and possible EHCP and/or IHP | Headteacher | Annual/ earlier if needed |  |
| Improve the delivery of information to learners with a disability | Our provision uses a range of communication methods to make sure information is accessible. This includes:   * Internal signage * Large print resources * Books to support the visually impaired * Pictorial or symbolic representations | To ensure delivery of the curriculum for all learners regardless of disability. | Should a pupil require additional reasonable adaptations to the delivery of the curriculum e.g. braille, this would be reviewed with the governing body and a plan made.  To purchase Braille resources if required  To create an induction loop if required | Headteacher | When needed |  |

# Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Proprietors or the Headteacher

It will be approved by the Proprietors

# 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
* Supporting learners with medical conditions policy