



Accessibility Action Plan 2024 - 2025

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

1. Improving access to and participation within the curriculum					
Aim	Current practice	Actions To Be Taken	Date	Lead	Success Criteria
To increase access to the curriculum for children and young people with a disability	<ul style="list-style-type: none"> • APTCOO offers a differentiated curriculum for all children and young people. • We use resources tailored to the needs of the individual children and young people to support access to the curriculum. • Curriculum progress is tracked for all children and young people. • The curriculum is reviewed to ensure that it meets the needs of all children and young people. 	<ul style="list-style-type: none"> • Deliver CPD to staff to ensure that the curriculum can be accessed in formats that meet the needs of both the individual staff members and children and young people. • Seek additional guidance from external stakeholders (e.g., CAMHS, SALT, OT) to arrange the curriculum for maximum benefit of the individual children and young people. 	Ongoing	Head Teacher SENCO	<ul style="list-style-type: none"> • Staff have increased confidence in strategies for differentiation and increased learner engagement and will consistently demonstrate their ability, via behaviours, attitudes, and reputation to provide inclusive education. • Children and young people can access the learning environments effectively to meet their individual needs. • Specialist resources are in place and used regularly to support effective, inclusive delivery of the curriculum.

<p>Curriculum delivery/delivery of materials in different formats</p>	<ul style="list-style-type: none"> • Progress and outcome targets appropriately set for each learner in the relevant formats. • APTCOO seek advice from relevant stakeholders and external agencies to ensure relevant resources can be provided in the correct format to meet the individual's needs. 	<ul style="list-style-type: none"> • APTCOO can provide information in different formats in BSL, Makaton, translated documents (EAL) and various fonts etc to meet individual's needs. • Use of identified shades of paper for Dyslexic and Visually impaired children and young people or staff. • Coloured overlays available where required. • Use of pencil grips, fidget toys, chew toys where required. • Effective Use of electronic resources to ensure individuals can access information in the learning environment. 	<p>ongoing</p>	<p>SENCO BPL's</p>	<ul style="list-style-type: none"> • Staff meetings include aspects of SEN specifics and good practice sharing between bases. • Information sharing supports new staff on induction. • Delivery of information to children and young people, parents and carers, staff is fully accessible. • Relevant access to information technology, in various forms, to ensure that everyone's communication needs are met.
<p>Children and young people' medical needs are fully supported</p>	<ul style="list-style-type: none"> • Staff are relevantly trained in the administration of medication and personal care where required. 	<ul style="list-style-type: none"> • All staff to be trained in the use of Epi-Pen, epilepsy medication, Peg Feeding and personal care associated processes and medications. • All sites to have an allocated medical room. • Compliant first aid kits accessible at all bases and in each vehicle 	<p>Ongoing</p>	<p>Head teacher SENCO Responsible Site Safety Drivers</p>	<ul style="list-style-type: none"> • All staff receive training identified and feel confident in the administration of medicines and personal care. • Allocated medical room at each base. • First aid kits monitored regularly and kept stocked effectively in line with recommendations.

Use ICT software to support learning and activities	<ul style="list-style-type: none"> • Interactive whiteboards, laptops, tablets, and a variety of recording devices – both visual and auditory etc are available and used by children, young people, and staff at APTCOO sites and activities 	<ul style="list-style-type: none"> • Continue to improve available devices for use with accessible software incorporated where required. • Any high-cost equipment required to be discussed as part of any referral/commissioning process for an individual 	Ongoing	IT & Systems Coordinator Admin & Finance Lead	<ul style="list-style-type: none"> • Fully accessible curriculum, and out of school/short break activities
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2. Improving access to the physical environment

Improve and maintain access to the physical environment	<p>The environments are adapted to meet the needs of the children and young people, as required, and wherever possible within the terms of the specific property leases.</p> <ul style="list-style-type: none"> • Ramped Access (Tall Trees) • Disabled parking bays (Tall Trees) • Disabled unisex toilets including changing facilities and with relevant adaptations (Tall Trees) • Accessibility to buildings is an integral part of placement assessments and discussions. • External lights maintained at all sites. • Full audit of sites undertaken • Personal Emergency Evacuation Plans (PEEP's) are 	<ul style="list-style-type: none"> • Signs clear and understandable for the visually impaired. • Keep decorations minimal to minimise over stimulation. • Appropriate images to be displayed to support those with non-verbal communication. • Tall Trees disabled toilet to be separate from allocated medical room to ensure dual usage where required. • North Farm House and Cameleon Lodge do not have a DDA compliant toilet or wheelchair access. 	Ongoing	H&S Facilities Lead	<ul style="list-style-type: none"> • Clarity of information to be published on website that confirms accessibility and facilities at each site. • All PEEPS in place and regularly reviewed. • All signage, at all sites, meet the criterion relating to various needs including visual and hearing-impaired and non-verbal staff and children and young people. • Displays are relevant to the cohort, not overly stimulating and support non-verbal communication. • All sites audited regularly
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	written and reviewed for children and young people and staff who require them.	<ul style="list-style-type: none"> • Investigations to be carried out in relation to options for incorporating accessible facilities at Budby sites • Discussions and relevant permissions to be sought from Landlord (Thoresby Estates)/local authority in relation to what, if any, reasonable adjustments or changes can be put in place/made at North Farm House. 		H&S Facilities Lead CEO/Board to ascertain relevant permissions with Landlords where required	
All offsite trips and outings and activities are accessible for all children, young people, and staff	<ul style="list-style-type: none"> • Robust planning undertaken to ensure that each new venue is appropriate. • All trips and outings/after school and short break activities are assessed for costs and are considered for accessibility including accessible transport 	<ul style="list-style-type: none"> • Each visit/activity reviewed to ensure effective or improved access to disabled children and young people and staff 	Ongoing	Responsible Site Safety Education Visits Coordinator	<ul style="list-style-type: none"> • All risk assessments complete and regularly reviewed. • All children and young people can access all offsite trips/visits and activities
Appropriate use of specialised equipment to benefit individual children, young people, and	<ul style="list-style-type: none"> • Equipment provided in line with individuals EHCP and risk assessment. • External services support e.g. Occupational therapy, Physiotherapy 	<ul style="list-style-type: none"> • Ensure basic equipment in place where relevant e.g. weighted blankets, sensory toys, wobble cushions, different coloured paper and overlays and access to electronic support apps/systems 	Ongoing	Head Teacher SENCO IT & Systems Coordinator	<ul style="list-style-type: none"> • All sites have basic resources to support additional needs in line with individuals EHCP's and risk assessments. • All children, young people and staff have appropriate equipment and resources which supports learning and removes barriers.

staff to remove barriers to engagement					
3. Improve the access and delivery of written information					
Review information to parents/carers to ensure that it is accessible	<ul style="list-style-type: none"> All information and letters to be written in clear print in 'simple' English and commonly known vocabulary. Documents, including letters, are translated, where possible, to ensure that all stakeholders have equal access to information. Parents are effectively signposted to the relevant access information and support for completing forms relating to the child or young person's disability. Careers information and guidance is provided in the most relevant communication format to meet individual's needs. 	<ul style="list-style-type: none"> Continue to support parents/carers to access information and translate wherever possible and appropriate. Ensure that the website and all documents can be accessed in various communication formats, including specific formats for the visually impaired. Ensure appropriate widgets available to enable production of relevant communication and resources 	Ongoing	<p>Head Teacher</p> <p>SENCO</p> <p>Business Support Team</p> <p>Admin & Finance Lead</p> <p>IT & Systems Coordinator</p>	<ul style="list-style-type: none"> All parents/carers receive information in a form that is accessible to them. Website is fully accessible for children, young people, and parents, and can support various communication styles. All relevant details are published in relation to accessibility specifics for each site in various communication styles to ensure broad access. Widget software enables effective communication, and resources are produced to meet varying needs.

Monitoring Arrangements

All staff and Trustees will have a good understanding of the Equalities Act and show behaviours expected to embed a culture of equality and inclusion. This document will be reviewed regularly (at least annually) to ensure that it is relevant and includes updated legislative requirements; with formal approval and sign off by the Board of Trustees every 3 years.

Links with other APTCOO policies

- Health & Safety Policy
- Equality, Diversity, and Inclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding and Child Protection Policy
- Curriculum Policy
- Relational Policy