

# Accessibility Policy & Plan

## 1. Accessibility Policy

Samuel Rhodes School is a Special Educational Needs school for 129 pupils aged between 10 and 19 with moderate to complex learning difficulties. The school was purpose built for MLD children in 2009. The school's curriculum is specifically designed to meet the needs of our pupils.

At Samuel Rhodes school we are committed to providing an environment that enables full access and participation in the school community for all pupils, staff, and visitors regardless of their physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to taking positive action in light of the Equality Act (2010) with regard to pupils with disabilities. We are a completely inclusive school and actively promote a culture of support and awareness within the school.

The Equality Act (2010) defines disability as when a person has 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."

This policy should be read in conjunction with the following policies:

- Admissions Policy
- Behaviour Policy
- Equality Policy
- Special Educational Needs policy

## Accessibility Plan

The Disability Discrimination Act specifies that an Accessibility Plan should make provision for:

Increasing the extent to which pupils with disabilities can participate in the curriculum. Improving the physical environment of the school to enable pupils with disabilities to take advantage of education, facilities and services. Improving the availability of accessible information to pupils with disabilities.

### Improving Accessibility to the Physical Environment

Issue	Recommendation and Actions	Time Scale	Date completed
Changing facilities for children who need to be changed or need support with their toileting	Adaptation of first floor toilet to add a hoist	In review for completion before Sept 2025	
Furniture needs updating to meet the physical needs of the changing cohort	Liaise with OT and order appropriate seating for all classrooms where needed.	Ongoing	

### Improving Curricular Access

Aim	Recommendation	Time Scale	Date completed
Sensory curriculum	Continued CPD opportunities for all staff considering current cohort of complex needs children. New sensory spaces. Ongoing funding to be sourced for robust sensory equipment to meet the needs of the changing cohort	Ongoing (CPD Schedule)  Investigating funding opportunities 2024-2025	Completed summer 2024
ICT	Update existing ICT software on laptops to ensure best use is being made of the available hardware  Charity funding to be sourced to update ICT suite and laptops for pupils	Ongoing	

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	<p>Adapted equipment for pupils with motor skill difficulties to be researched and funding sourced</p> <p>Up to date Apps to be purchased to support core subjects and communication needs of our pupils</p> <p>Networks used support practice, share resources and keep content current.</p>		
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**Improving Accessible information**

<b>Aim</b>	<b>Recommendation</b>	<b>Time Scale</b>	<b>Date completed</b>
<p>Increase competence of staff in Makaton Support parents to use Makaton</p>	<p>To appoint Lead TA for Makaton and continue use of Makaton sign of the week for staff. To send new staff on Makaton CPD. Makaton top up sessions as part of CPD schedule. Run a parental Makaton Support Group</p>	<p>Ongoing</p>	
<p>Improve the use of Communication In Print by updating to the latest software which includes PDF facility and additional vocabulary</p>	<p>Update Communication in Print Programme, and buy site-wide licence so can be accessed on all pc's. Provide CPD for staff</p>	<p>Ongoing</p>	
<p>Use trauma informed practice</p>	<p>Continue to train staff in using trauma informed practice when communicating with pupils.</p>		
<p>Use of Class Dojo</p>	<p>Continue to use Dojo for parents as the translate function enables better access.</p>		
<p>SALT</p>	<p>School works closely with Speech and Language practitioners to continuously update practice and train staff in effective strategies.</p>		

Current version reviewed by: Bernadette Napleton

Next review date: November 2027