



R.E.A.L. Education Limited

Accessibility Plan

**R.E.A.L. Independent School
Blidworth**



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1. Aims

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

R.E.A.L Education and its schools aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We will ensure that our pupils are given access to the subjects and opportunities they desire and deserve. We will endeavour to make reasonable adjustments so far as practically possible to adapt buildings and resources to make our curriculum accessible to every pupil, regardless of their individual needs.

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

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

The school supports any available partnerships to develop and implement the plan. These partnerships include our consultants, the Local Authorities we work with and any other appropriate bodies/organisations.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Admissions

In principle, we admit pupils according to our Referrals and Admissions Policy, if we feel we can meet the needs of the pupil, we will endeavour to make reasonable adjustments so far as practically possible to adapt buildings and resources to make our curriculum accessible to every pupil, regardless of their individual needs.

The admission of a child to the services provided by R.E.A.L. Education is a process that demands sensitive and skilful handling. It can be a stressful and anxious time for both the child and the parents or carers. An understanding of the underlying issues which have resulted in a young person being referred to a provision outside of mainstream education is essential to be able to offer the appropriate support.

4. Access to the building and classrooms

Blidworth:

Room	Accessibility
Front Entrance	Ramp to provide access to the door. Door opens with sensors.



Reception Area	All on one level.
Dining Room/Communal Area.	Door through to dining room/communal area. All on one level.
Toilets	Accessible from the dining room/communal area, all on one level.
Classrooms	Accessible from the dining room/communal area, all on one level.

Pupils with additional needs will use the disabled parking space. This will be monitored by reception.

Concorde House:

All areas of the ground floor of Concorde House are accessible to all pupils, parents/carers and visitors. All of those on the top floor are not accessible to those in a wheelchair. With this in mind, we will ensure that we have ICT equipment and lessons available on the ground floor for pupils in wheelchairs when required.

Room	Accessibility
Front Entrance	Ramp to provide access to the door.(Slight lip on the way in)
Reception area	Big enough for wheelchairs and room for maneuvering
Dining room kitchen area	Dining room area is accessible. Kitchen area not accessible for wheelchairs due to the post. Blidworth Hub has an accessible kitchen.
Science Classroom	Accessible from the dining area. Ramp provides exit over a slight lip.
Disabled toilet	Accessed near the front door.

Room 1	Access from bottom floor past reception..
Room 2	Access from bottom floor past reception.
Room 3	Access from bottom floor past reception.
Front office	Access from bottom floor past reception.
Back office - duty office	Access from bottom floor past reception.
First Floor	Not accessible at this stage. Computers available downstairs if necessary

Pupils with additional needs will use the disabled parking space. This will be monitored by reception.

5. Evacuation Procedures and sheltering

The fire risk assessment and fire safety policy lays down basic procedures for the safe efficient evacuation of the school building.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Education Plan for the pupil and within Personal Emergency Evacuation Plans (PEEP's)

6. Curriculum Access: Teaching, Learning and Assessment

While this plan outlines the accessibility in all identified areas, it should be noted that throughout all areas for R.E.A.L. we adopt an autism friendly and trauma informed/relationship based approach that has proven over the years to enable people to have success with us.

Our aim is that all pupils on our roll should as far as possible have access to a full and broad curriculum, similar to that followed by their mainstream peers. Where necessary we will provide



building adaptations, ICT equipment, coloured overlays, signs and symbols support, PECS and other such materials in order to ensure they are able to access the curriculum.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The EHCP (Education Health Care Plan) will allow us to decide what access requirements each pupil has. Each individual will have an ICIP (Individual Curriculum Intent Plan), which will outline any accessibility requirements for the pupil.

Advice is sought where appropriate from national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist practitioners such as interpreters, augmented communications experts etc
- Technological enhancements - induction loops, ICT
- Adaptation of teaching materials

The School's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the R.E.A.L.'s Individual Needs Coordinator, teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

R.E.A.L. has an on-going program of staff development related to meeting the needs of different pupils that is carried out as required.

7. Informal Curriculum

Pupils at R.E.A.L. have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This includes activities such as

- Outdoor Education
- Sports
- Music
- Clubs and activities



- Excursions, trips and residentials

The suitability of any event and the need for additional support is discussed fully with parents/carers and any relevant professionals in advance.

8. Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The young person will also be involved depending on their ability and willingness to participate.

Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision in consultation with the County's Advisory Services.

The school will endeavour to identify and prevent discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

9. 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 the Governing body.

10. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk Assessment Policy
- Health and Safety Policy
- SEND Policy
- Administering Medication Policy
- Safeguarding Policy
- Referral and Admissions Policy

Accessibility Plan and Priorities September November 2023 to November 2026

Access to the curriculum			
Objective	Action to be taken	Intended Impact	Timelines
Develop inclusive, quality first teaching.	Development of curriculum plans.	All learners are fully included in learning at all times.	On going.
Further develop parent and pupil feedback.	Include more regular 'formal' processes of gathering parent feedback.	Feedback used to inform future priorities and school improvement	Summer term 2024.
Availability of written material in alternative/adapted formats.	All staff and parents aware of services available for requesting information in alternative formats.	Written information available in alternative formats and languages on request. SENCO aware of how to access support from Local Authority on alternative formats.	On going.
Improve the quality of provision for pupils with specific special needs.	Provide quiet spaces for pupils who suffer with over stimulation.	Pupils have quiet spaces to move to if needed.	On going.
SEND and Medical register and information on pupils with additional needs to be consistently updated.	Ensure SEND register reflects current pupils' needs. Ensure Medical register and Care plans are up-to-date. Meet with parents of pupils whose care plans/documentation needs updating.	Pupils receive they support they need.	On going, but at least half termly.

Access to the physical environment			
Ensure disabled parking spaces are always available for parents and pupils as needed.	Make signs and bay markings clear in all car parks.	Disabled badge users are able to access disabled parking, when required.	Ongoing.
Maintain safe access around exterior parts of the site.	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Clear access to all parts of the site is available.	Ongoing.
Access and delivery of written information			
Ensure written materials are available in alternative formats	<p>Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available via the website.</p> <p>Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers if required.</p> <p>Invite parents in, or visit the home of those who may need support completing forms.</p>	Parents are able to access all information in a format required.	Ongoing.