



The Birtenshaw Group

Transforming Lives

Birtenshaw Education Services Accessibility Plan

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Rationale

The aim of Birtenshaw's Education Services is 'Transforming Lives'. In order to achieve this aim, all children and adults should have full access to the curriculum and be able to access activities and spaces in and around the education buildings.

Background and Aims

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

The Birtenshaw Education Services' Accessibility Plan is aimed at:

- increasing the extent to which disabled children and adults can participate in the appropriate curriculum
- ensuring that the physical environment enables disabled children and adults to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled children and adults.

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

All children and adults in the Education Services have an Education Health and Care Plan. Children and adults have a range of additional needs including:

- Communication difficulties
- Multi-sensory impairment
- Significant medical conditions
- Physical disability
- Autistic spectrum condition
- Behaviours that some may find challenging

Increasing the extent to which disabled children and adults can participate in the curriculum.

Improving teaching and learning lies at the heart of the Education Services' work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children and adults. We aim to meet every child and adult's needs within groups by individualising the learning and providing high levels of support.

It is a core value of the Education Services that all children and adults are enabled to participate fully in the broader life of Birtenshaw. All children and adults are able to access a wide range of community-based and internal activities linked directly to the curriculum and for enrichment.

Ensuring that the physical environment enables disabled children and adults to take better advantage of education, benefits, facilities and services provided:

As a specialist provider of education for children and adults with special needs and disabilities, we already have in place facilities which facilitate and enable children and adults with additional needs to access Education Services.

Buildings are accessible and include:

- Individual wet-room toilet/changing facilities
- Tinted windows
- Low arousal décor
- Safe outdoor spaces
- Tracking hoist system
- Access to the Hydrotherapy pool
- Therapeutic spaces
- Ground floor accessible classrooms

In addition to those facilities that form part of the buildings, we also ensure:

- High levels of support from trained staff
- Specialist equipment to support children and adults with physical disabilities such as standing frames, postural supports
- Provision of assistive technology e.g. GridPlayer/Go Talk
- Use of signing and symbol systems e.g. Signalong, PECS
- Providing tables of the appropriate height to allow wheelchair access
- Reorganising classroom layout to improve pupil/learner movement.

Birtenshaw is committed to providing the same learning and social opportunities as other children and adults.

Improving the availability of accessible information to disabled children and adults:

Written resources are adapted where necessary to be made more accessible for disabled children and adults – for example, use of sym-writer to add symbols to support the written word, enlarging text, use of overlays, preparing worksheets at an appropriate reading age etc.

Increasing the extent to which disabled children and adults can participate in the curriculum:				
Task	Success Criteria	Timescale	Responsibility	Monitoring
Review Curriculum for post 16 children and adults	Curriculum allows for development of independence and life skills alongside Basic Skills.	Continually reviewed to meet the needs of individual pupils/learners	Heads of Service	AS
Continue to explore external accreditations for all children and adults	Children and adults able to access accreditation and qualification in subjects they are interested in	Ongoing	Heads of Service	AS
Staff Training: <ul style="list-style-type: none"> LSAs to complete Level 3 Diploma in Supporting Learning All LSAs to complete Autism Awareness Training LSAs to complete communication training – eg signalong/Elklan 	<p>LSAs become more skilled to know how best to support learning and not intervene too quickly</p> <p>LSAs have clearer understanding of the communication and sensory processing needs of children and adults with ASD</p> <p>LSAs able to communicate more effectively and to understand the communication methods used by children and adults</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>HB – Training manager</p> <p>HB – Training manager</p> <p>HB – Training manager</p>	<p>Heads of Service</p> <p>Heads of Service</p> <p>Heads of Service</p>

Use of additional resources to support reading and communication – Phonics Schemes SaLT resources	Increased skills and confidence and written and verbal communication.	Ongoing	Heads of Service	AS SALT (Schools)
Ensuring that the physical environment enables disabled children and adults to take better advantage of education, benefits, facilities and services provided:				
Task	Success Criteria	Timescale	Responsibility	Monitoring
Ensure all staff fully aware of responsibility for Health and Safety	H+S Audit carried out termly + weekly checks	Ongoing	Class Teachers	Heads of Service
Ensure all staff fully aware of need for appropriate risk assessments	All staff able to understand the principle of risk assessment and to write appropriate RAs for children and adults they work with	Ongoing	Class Teachers	Heads of Service
Ensure spaces are always kept tidy to optimise space for wheelchair access	Children and adults can access all areas of the building safely	Ongoing	All staff – Class Teachers	Heads of Service
Where appropriate ensure tactile cues provide orientation for children and adults who are visually impaired	Children and adults can access all areas of the building safely	Ongoing	All staff – Class Teachers	Heads of Service

Improving the availability of accessible information to disabled children and adults				
Task	Success Criteria	Timescale	Responsibility	Monitoring
Ensure continued use of assistive technologies	Increased engagement and participation leading to progress	Ongoing	Class Teachers	Heads of Service OTs
Ensure worksheets/resources continue to be adapted to meet needs e.g. enlarged/low reading age/supported by symbols	Children and adults able to read/access written communication	Ongoing	Class Teachers	Heads of Service
Ensure use of phonics programme appropriate to age and ability is used to enhance skills in reading	Children and adults able to read/access written communication	Ongoing	Class Teachers	Heads of Service