

Seva Education



Accessibility plan

Date Agreed:	
Agreed By:	The Seva Governing Body
Next Review Date:	1/9/2028

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

At Seva Education we aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Seva Education we are a community where all are treated with equal respect. Our skilled and compassionate staff support and care for students, enabling them to achieve their very best. Our learning and social pathways provide students with the skills and knowledge that allow them to be fully prepared for the next phase in their lives, whether this is in education or employment.

Our School Offer

We ensure that all students will have:

- A safe and nurturing educational environment that meet the full range of children and young people's needs
- A broad and balanced curriculum, that is based upon an extensive knowledge of children and young people's learning difficulties
- Access to teaching of specific social skills programmes led by our therapeutic team
- Well-equipped education and therapeutic facilities
- Specifically designed pathways that reduce the barriers and transitional difficulties from childhood towards the preparation for adulthood.

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.

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

We have included a range of stakeholders in the development of this accessibility plan, including staff, governors and directors.

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 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, '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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils – three pathways area available to meet the needs of students. We use resources tailored to the needs of pupils who require support to access the curriculum for example now/next charts and visual timetables Our curriculum resources include examples of people with disabilities for example our widgets that we use with students 	<p>Short Term</p> <p>Ensure that the school has sufficiently differentiated curriculum resources to meet the needs of all learners once opened.</p> <p>Ensure that all new staff are able to deliver the Equals Curriculum to students who are placed on this pathway.</p>	<p>Short Term</p> <p>Read all current paperwork.</p> <p>Assess needs on entry.</p> <p>Check resources in place and order bespoke ones where necessary.</p> <p>Recruit staff with knowledge and experience of teaching in SEND settings.</p> <p>Arrange training and time for staff to understand the delivery of the Equals Curriculum.</p> <p>Read all paperwork and then assess students once started to ensure that they are placed on the appropriate curriculum pathway.</p> <p>Use regular assessment to ensure that all planning and</p>	Gavin Winters	<p>Short Term</p> <p>1/9/2025</p>	<p>Short Term</p> <p>All staff are aware of students SEND needs and adapt the curriculum accordingly.</p> <p>All staff understand how to deliver the Equals Curriculum effectively.</p>

	<ul style="list-style-type: none"> Curriculum progress is tracked for all pupils, including those with a disability, some students are tracked in more detail as their progress may have to be measured in very small increments. The school uses EHCPs and also academic targets for all students, these are set effectively and are appropriate for all our students The curriculum is reviewed regularly to make sure it meets the needs of all students, this includes the implementation of the Equals Curriculum to meet the needs of students working well below the National Curriculum. 	<p>Medium Term</p> <p>Re-audit resources once staff have a better understanding of students' needs.</p> <p>Long Term</p> <p>Ensure the resources that students are using are the most appropriate and meet the needs of their disability.</p>	<p>delivery meets needs.</p> <p>Medium Term</p> <p>Teachers, teaching assistants and leaders to meet termly to ensure that students have the necessary resources to ensure that they can engage with the curriculum.</p> <p>Order new resources as necessary.</p> <p>Long Term</p> <p>Occupational therapist and Speech Therapist to work with each student and assess needs to ensure that the curriculum is well resourced and delivered.</p> <p>Therapists to report needs to class teachers and senior leaders and order resources.</p> <p>Therapists to ensure that staff understand how to</p>		<p>Medium Term</p> <p>1/12/2025</p> <p>Long Term</p> <p>1/4/2025</p>	<p>Medium Term</p> <p>Resources are provided that fully support students needs.</p> <p>Long Term</p> <p>Specialist resources have been audited and where necessary provided for all students.</p>
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	<ul style="list-style-type: none"> Students are provided with resources to meet their needs for example sensory play equipment and concrete resources to aid the teaching of mathematics 		<p>enhance the curriculum delivery using specialist resources.</p> <p>Therapists to liaise regularly with staff to check on training and implementation needs.</p>			
Improve and maintain access to the physical environment	<p>The environment currently designed to meet the needs of students who are being referred by local authorities.</p> <p>This include students with a diagnosis of:</p> <p>ASD ADHD SEMH GDD</p>	<p>Short Term</p> <p>Ensure that disabled students can park safely outside the school.</p> <p>Medium Term</p> <p>Ensure that the rear door to Farah Classroom can be accessed by a wheelchair user.</p> <p>Long Term</p> <p>Enable access to meet the needs of</p>	<p>Short Term</p> <p>Contact Richmond Council to request a disabled parking bay being designated outside the school.</p> <p>Medium Term</p> <p>Tony to build a metal ramp to allow access in/out Farah Classroom to the playground</p> <p>Long Term</p> <p>Review access to building for students with mobility difficulties. This includes</p>	Gavin Winters	<p>Short Term</p> <p>1/9/2025</p> <p>Medium Term</p> <p>1/1/2026</p>	<p>Short Term</p> <p>Medium Term</p> <p>Ramp is installed to the rear door of Farah Classroom.</p> <p>Richmond designate and mark a disabled bay close to the school on Waldegrave Park.</p> <p>Long Term</p> <p>School can provide access to upper</p>

		students with mobility difficulties.	considering the installation of an elevator.		Long Term 2026-27 or as need arises.	floors for wheelchair users.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>Short Term</p> <p>Ensure signage is accessible to all students.</p> <p>Medium Term</p> <p>Ensure that all school staff are trained in the use of Makaton.</p>	<p>Short Term</p> <p>School to reinforce all written/printed signage by using appropriate Widgets to meet the needs of non-verbal/ students with communication difficulties.</p> <p>Medium Term</p> <p>Put in place training and resources to support staff to communicate using Makaton.</p> <p>Provide regular training updates to staff so that their skills are continually improving.</p> <p>Makaton trainer to identify gaps in provision and audit/plan future needs.</p>	Gavin Winters	<p>Short Term</p> <p>1/9/2025</p> <p>Medium Term</p> <p>1/12/2025</p>	<p>Short Term</p> <p>All signage is supported by Widgets.</p> <p>Medium Term</p> <p>All staff can support non-verbal students using Makaton.</p>

		Long Term School to consider the installation of Induction loops.	Long Term Assess needs of students and any new referrals to check for hearing loss. Audit and gather quotes for the installation of an induction loop. Train staff and students (where required) in the use of the induction loop.		Long Term 2026-27	Long Term Students with hearing loss are supported to access the curriculum through the use of an induction loop.
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4. 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 Executive Headteacher.

It will be approved by the governing body.

5. 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
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy