



Prudentia Education Accessibility Statement

This statement should be read in conjunction with the setting's Equality and Diversity Policy and the Admissions Policy and has been developed following the guidance within the Equality Act 2010. We are committed to being an inclusive setting and supporting learners, parents and visitors to play a full part in the life of the setting whatever their disability or additional needs. We also recognise that we have a duty to promote disability issues and within our context it is particularly important that we consider disability issues within the curriculum and take every opportunity to demonstrate to our learners that we value and promote diversity. We are a 'listening setting' and hope that through our relationships with parents/carers and learners we are alert to any difficulties they may experience.

Context

Prudentia Education is a small setting for learners aged 12-16. Many of our learners have challenging behaviour and additional needs. We will always endeavour to make reasonable adjustments to enable staff and learners who have a disability or other additional needs to play a full part in the life of the setting subject to Risk Assessments, when required.

Many of our learners have invisible disabilities including mental health diagnoses such as ADHD, ASD, ODD, Conduct disorders, Speech and Language disorders and /or learning difficulties. It is aim to make our buildings to these learners all of whom who have experienced difficulties with and been excluded from mainstream provisions. It is also our purpose to work alongside parents/carers in order to provide an inclusive service to our learners. Our school roll is constantly changing. We know our learners and their parents well but we are also aware that we need to be alert for hidden disabilities and vulnerabilities.

The setting operates in two buildings. Our Garston Centre is a two-storey building. The ground floor (which includes all the public areas) is fully accessible and care is always taken to ensure that disabled parents are able to participate fully in parent/teacher consultation events, celebratory events and other meetings. We have one teaching room on the second floor, which would not be accessible for physically disabled learners. However, we have an additional formal teaching room on the first floor and another teaching area, which are fully accessible.

There is no on site parking, however on street parking is available a very short distance from the centre entrance.

Our Wavertree Centre is a one - storey building, which is fully accessible. Disabled learners, parents and carers are able to participate fully in all parent/teacher consultation events, celebratory events and other meetings. We have two formal teaching rooms and an additional teaching area, which are fully accessible. Physically disabled learners can choose which centre they would like to attend, in order for us to meet their needs.

There is ample on site parking, including designated disabled parking bays.

Our roll is constantly changing and as a result pupil and parent/carers needs are also constantly changing. Formal consultations/surveys do not capture this well and so we try

- a) To anticipate likely needs and ensure we plan reasonable adjustments into our day to day practice.
- b) To actively listen to learners and parents/carers and hear both what they say and what they do not say and make adjustments to ensure our services are accessible.

Improving Physical Access

Prudentia Education are committed to continually improve physical access to our provision. We will continue to ensure that interview and induction procedures are robust so that setting is aware of all difficulties experienced by parent/carers and learners hidden and overt. This will help us inform our awareness of any 'reasonable adjustments that need to be made ahead of a learner starting at our setting or when planning events / meetings for parents and carers.

Improving Curriculum Access

Our robust interview and induction procedures also inform us of any additional needs that learners may have. EHCP, risks assessments and other learner information is shared with staff to inform initial and subsequent learning plans.

Teaching Assistants are deployed to offer group or one to one support with reading, writing, speaking and listening and other educational tasks. Staff attend a range of CPD events to help them understand learner needs and effectively support learners to overcome barriers to learning, so that all can achieve.

Staff use new technologies (including ICT, mobile phones etc) to motivate and engage learners and enable them to record their thinking alongside other traditional methods.

Improving the provision of written material

All written material provided to learners, parents / carers is followed up with a phone call so that people with literacy difficulties are not stigmatised. Mobile phones are also utilised to text parents reminders of meetings, important events etc. This helps to ensure that no parents / carers with literacy needs are disadvantaged and can attend all events that are organised.

Our website is also continually updated to provide an additional source of accessible information for learners, parents and carers. The layout is simple and easy to navigate.

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
Compliance with Equality Act 2010	Most policies have been reviewed to ensure they include inclusive practice	Policies to include inclusive practice	Policy development and continuous monitoring	SLT, Management Committee	December 2024 & ongoing	All policies clearly reflect inclusive practice and procedures
Increase access to the curriculum for pupils with a disability	Current curriculum has been developed with support from local SEND school.	Develop a curriculum that improves access for pupils with a disability	SLT and subject leads to produce a differentiated curriculum and review impact termly	SLT, Management Committee, Subject leads	March 2025	Full curriculum will be accessible for disabled pupils
	We use resources tailored to the needs of pupils who require support to access the curriculum	Increase range of tailored specialist resources, including access to counselling, educational psychologist and sensory support	SLT to purchase and commission resources after consultation with pupils, parents / carers, local authority and SEND schools	SLT, subject leads	Ongoing	A range of tailored, specialist resources are available for pupils with additional needs and they feel that needs are being met
	Some curriculum resources include examples of people with disabilities	Resources to be developed to include consistent examples of people with disabilities	SLT and subject leads to develop inclusive resources	SLT, subject leads	February 2025	There are consistent examples of people with disabilities within resources
	Targets are set effectively be appropriate and are	ILP's to be completed half	ILP's to be reviewed by SLT to ensure that	SLT	Ongoing	Targets are appropriate, progress is

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	appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils	termly, with appropriate targets Curriculum is reviewed and updated through consultation and planning with partner schools, staff and pupils	targets are appropriate Termly curriculum review meetings implemented	SLT and subject leads	Ongoing termly reviews	ongoing and recorded Curriculum is appropriately developed and sequenced to meet the needs of all learners.
Improve and maintain access to the physical environment	The environment is appropriate where possible to meet the needs of pupils as required. This includes: • Entrance and corridor width • Disabled parking bays • Disabled toilets and changing facilities	Continue to maintain the physical environment of the school in order to maintain accessibility for all pupils	Indoor: Identify needs of current and new pupils and make reasonable judgements to physical environment Plan classrooms accordingly Maintain good working order of all	SLT, Management Committee and all staff	Ongoing development	The environment is suitable for disabled children entering school Classroom environment is accessible and meeting the needs of pupils wherever possible

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			disabled toilets and facilities Outdoor: Maintain good upkeep of all area to allow easy access Use pupil questionnaires to identify areas for improvement (indoor and outdoor) Fire routes: Continue to follow procedures to ensure that all disabled pupils and staff are aware of safe routes			
Improve the delivery of information to pupils with a disability	Our school uses some appropriate communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources	School staff to be aware of parent's needs as notified and adapted material on request EHCP's kept up-to-date – access to all	The school will make itself aware of the services available for converting written information into alternative formats	SLT, Management Committee, all staff SLT	Jan 2025 and ongoing January 2025	All staff aware of the needs of the school Records up-to-date

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		and kept in the same place Update Medical forms regularly	Consultation with parents and carers			The school will be able to provide written information in different formats.

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 and approved by SLT and the Management Committee.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality and Diversity
- SEND policy
- Supporting pupils with medical conditions policy

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