

# CEDARS

## Short Stay School

<b>Policy Title</b>	Accessibility Plan
<b>Review Committee</b>	Pupil Support & Standards
<b>Date Approved</b>	May 2026
<b>Review Date</b>	May 2029
<b>Responsible for Day to Day Management</b>	Headteacher
<b>Display on CEDARS website</b>	Yes



# CEDARS

## Accessibility Plan

### 1. Aims

At CEDARS we are committed to ensuring equality of opportunity including providing access and opportunities for all.

#### Vision

*Together, we will build a community where relationships, rooted in kindness and care, will change lives.*

#### Purpose

*Restoring Hope • Rebuilding Confidence • Pursuing Potential*

#### Values

*Trust • Learn • Grow*

At CEDARS, we believe that diversity is a strength, which should be respected and celebrated by all those who learn in, work in, and visit our community. The Accessibility Plan will focus on removing barriers to access and positively promote the involvement and successful participation of pupils with disabilities through a positive and supportive response which facilitates their participation in the full range of activities offered by CEDARS. The achievement and participation of all pupils, including those with disabilities, will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments in relation to teaching and learning and wider aspects of CEDARS life to make sure that the educational environment is as accessible as possible.

Schools are required under the Equality Act 2010 to have an Accessibility Plan. We will use our accessibility planning duty to ensure that there is a rolling programme of improvements over the next three years in relation to:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of the school to enable access to CEDARS' buildings, its facilities and amenities for all
- Improving the availability of accessible information for all

We will seek to foster a positive response to disability among all members of our school community and to eliminate bullying, harassment or the less favourable treatment of people with disabilities wherever and whenever it is likely to occur.

The Accessibility Plan will be made available on the school website and paper copies are available on request from the school office.

### 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 disabled pupil faces in comparison with non-disabled pupils.

This Accessibility Plan will be reviewed by the Senior Leadership Team and monitored by the Governing Body at least every three years.

<b>3. Accessibility Plan</b>					
<b>Target/Issue</b>	<b>Strategy/Action</b>	<b>Resources</b>	<b>Timescale</b>	<b>Lead</b>	<b>Success</b>
<b>3.1 Increasing the extent to which disabled pupils can participate in the curriculum</b>					
To build effective communication and engagement with parents.	Intake meetings and induction to ascertain previous support and interventions, including gathering information and evidence from the previous school where necessary. Termly meetings with parents and carers to review support plans. One Page Profiles and APDR/EAPDR support plans shared with parents.	Pupil Profile folders. One Page Profiles and ADPR support plans. Time and room for meetings.	Ongoing. Termly meetings with parents.	SLT team SENCo	Increased positive engagement of parents. Updated One Page Profiles and APDR support plans.
The SEND and medical registers are regularly updated.	Ensure the SEND register reflects current pupils being supported. Add notes to SEND register on SIMS with relevant updates. Ensure the Medical register and Care plans are up-to-date on SIMS. Staff training on displaying SEND and medical needs in SIMS Next Gen. Liaise with parents and external agencies (e.g. CAMHS, school nurse, paediatricians) to ensure we receive up to-date information.	SIMS/SIMS Next Gen. SEND register. Individual Health Care Plans. Time to liaise with the school nurse and/or other agencies.	To be continually updated but checked termly.	SENCo First Aiders	SEND and Medical needs will be up-to-date on SIMS/SIMS Next Gen. Teachers and support staff will be aware of the needs of individual pupils.
To provide SEND specific training for staff to increase awareness and provide strategies to remove barriers to learning.	Internal training and external training from outside agencies such as the EP service. Links to sources of additional support and resources shared with staff e.g. using Padlet. Audit staff strengths/gaps in knowledge.	Time in staff meetings for training. SENCo/Teachers time. External agencies such as EP service.	Ongoing but reviewed at least termly as the cohort and training needs change.	SENCo Assistant Headteacher for Quality of Education	Training records reflect increased SEND specific staff training. Staff confidence in adapting the curriculum is improved.
<b>3.2 Improving the physical environment of the school to enable access to CEDARS' buildings, its facilities and amenities for all</b>					
To develop holistic interventions and provision to restore hope, rebuild confidence and pursue potential.	Develop a suite of holistic, hands-on and creative sessions including Lego interaction, animal-assisted wellbeing, nature/bush-craft, art/music sessions, Zones of Regulation and counselling. Link sessions to the AQA Unit Award Scheme to recognise	Building space. Furniture and resources such as Lego, art & craft materials etc. Time to plan and set up the provision. Staff training such as	1 year	Headteacher HLTAs/Pastoral Support Officers Assistant Headteacher for Quality of Education SENCo	Session plans reflect a holistic and themed approach across all interventions. Successful completion of AQA Unit Awards. End of term celebratory events attended by pupils

	individual achievements.	Lego and Play-dough interaction. Support from external agencies. AQA Unit Award entries.			and parents. Improved pupil engagement and behaviour.
To make effective use of the Sensory Room.	Pupils to use the Sensory room for regulation.	Sensory Room. HLTA/Pastoral Support Officer time.	Ongoing	HLTAs/Pastoral Support Officers	Pupils will know where they can go to regulate with support. Sensory room will be used more frequently.
<b>3.3 Improving the availability of accessible information for all</b>					
To provide parents with accessible information about the SEND provision within school and SEND pathways.	Develop an accessible SEND support information booklet for parents. Regular contact with parents to update on progress regarding EHCP and SEND placement pathways.	SENCo time to compile a SEND information booklet. Training on accessibility features and digital technology.	Autumn 2026	SENCo	Parents are able to access and are provided with information on SEND provision at CEDARS.
Ensure written materials are available in alternative formats.	Invite parents in who may need support completing forms. Ensure office staff are able to use Google Translate to translate any written letters and newsletters and ensure parents know this is available. Ensure written information can be provided in a variety of accessible formats e.g. braille service, enlargement of papers, text-to-speech.	Office Time. Website accessibility features. Google translate or other translation service. SENCo time for meetings with parents. Staff training on accessibility features and digital technology.	Ongoing	Office manager SENCo	Parents are able to access all information and complete forms independently or with assistance.