Accessibility Plan

Organisation:	Elevated Minds CIC
School:	Elevated Futures
Approved by:	Doreen Sinclair-McCollin, CEO
Date approved:	August 2025
Next review due:	August 2026

Table of Contents

1.0 Purpose, Aims, and Statutory Duties

This document constitutes the Accessibility Plan for Elevated Futures, written in accordance with the **Equality Act 2010 (Schedule 10)** and in line with the Education (Independent School Standards) Regulations and the SEND Code of Practice.

This plan details the actions Elevated Futures will take over the next three years to improve access for pupils with disabilities. It is a strategic document that outlines our commitment to ensuring no pupil is treated less favourably or put at a disadvantage.

Our aims are:

- To increase the extent to which pupils with disabilities can participate in the school's curriculum.

- To improve the physical environment of the school to increase access.

- To improve the delivery of information to pupils with disabilities, in accessible formats.

2.0 Our Vision for Accessibility: The DDP as Our Framework

At Elevated Futures, accessibility is not a bolt-on initiative; it is a core component of our **Dynamic Development Plan (DDP)** philosophy. We believe that true accessibility is achieved by adapting the provision to the child's strengths, not by expecting the child to fit the provision.

Curriculum Access: The DDP *is* our primary tool for ensuring curriculum accessibility. As detailed in our Curriculum Plan, the DDP is a strengths-based, holistic plan that moves beyond a deficit model. It provides the mechanism for every teacher to adapt learning to a pupil's specific needs and "superpowers," ensuring they can access the full curriculum. This is the living embodiment of our duty under the Act.

Information Access: The DDP's "Pupil-Led" and "Holistic" pillars ensure that information is co-created and shared in accessible ways. We replace static, text-heavy reports with pupil-led **"DDP Review Meetings"** and celebratory **"DDP Showcases,"** making information accessible and meaningful for all pupils and their families.

This plan outlines the specific, time-bound actions we will take to build on this philosophy.

3.0 Roles and Responsibilities

The **Proprietor (Elevated Minds CIC)** is responsible for:

- Approving this plan and ensuring it is fully implemented.

- Ensuring that sufficient resources are allocated for its implementation.

The **Headteacher (Doreen Sinclair-McCollin)** is responsible for:

- The day-to-day implementation of this plan.

- Ensuring all staff are aware of their duties and receive appropriate training.

- Reporting to the Proprietor on the progress of the plan.

All Staff are responsible for:

- Actively implementing the principles of this plan in their daily practice (e.g., differentiating the curriculum, providing accessible information).

- Supporting the DDP-led ethos that underpins our approach to accessibility.

4.0 The Accessibility Plan (Our Aims & Actions)

This plan is structured around the three mandatory strands.

4.1 Strand 1: Increasing Access to the Physical Environment

(This strand details how we will improve the physical environment, including the sensory environment, for all pupils.)

- **Aim:** To ensure the school's physical and sensory environment is a safe, low-arousal, and accessible space for all pupils.

- **Action 1 (Year 1):** Conduct a full Accessibility and Sensory Audit of the entire site (including lighting, acoustics, and colour palettes) to identify any new or potential barriers, with a specific focus on physical access for wheelchair users.

    o By: Headteacher, Health & Safety Officer, External Access Auditor.

    o Success Criteria: A completed audit with a list of prioritised, costed actions.

- **Action 2 (Year 1 - HIGH PRIORITY):** Address the findings of the audit regarding non-compliant door frames. Design, cost, and secure funding for a programme of works to widen all main access and classroom door frames to ensure they are fully DDA-compliant for wheelchair access.

    o By: Proprietor, Headteacher.

    o Success Criteria: Funding secured and a scheduled plan for works to commence.

- **Action 3 (Year 1-2):** Based on the audit, install additional acoustic panels and non-flicker, dimmable lighting in any identified "hotspot" areas to improve the sensory environment.

    o By: Headteacher, Proprietor.

    o Success Criteria: Measurable reduction in ambient noise and improved environmental controls.

- **Action 4 (Ongoing):** Maintain and enhance all designated "Therapeutic and De-escalation Spaces" as detailed in the Premises Plan.

    o By: Headteacher, All Staff.

    o Success Criteria: Spaces are used effectively for proactive support, as logged in pupil DDPs.

- **Action 5 (As Required):** Create and implement Personal Emergency Evacuation Plans (PEEPs) and make other reasonable adjustments for specific physical disabilities as pupils are admitted.

  - By: Headteacher, SENCo.

  - Success Criteria: All pupils can safely access all areas of the school and be evacuated safely.

4.2 Strand 2: Increasing Access to the Curriculum

(This strand details how we will adapt the curriculum, supported by the DDP, to ensure every pupil can participate fully.)

- **Aim:** To use the DDP framework as the primary mechanism for ensuring all pupils have full access to our ambitious, strengths-based curriculum.

- **Action 1 (Year 1):** Ensure all teaching staff receive comprehensive training on the DDP, "talent-spotting," and differentiating the curriculum using pupil "superpowers" (as detailed in *The DDP Blueprint*).

  - *By:* Headteacher, DDP Champions.

  - *Success Criteria:* 100% of teaching staff are trained. Lesson observations show DDP-led planning.

- **Action 2 (Ongoing):** Ensure every pupil's DDP contains clear, strengths-based strategies for accessing all areas of the curriculum (academic, social, and personal).

  - *By:* All Staff, SENCo.

  - *Success Criteria:* All DDPs are complete, "living," and used in daily lesson planning.

- **Action 3 (Ongoing):** Audit and resource the "superpowers" identified in our pupil cohort (e.g., providing software for coding, materials for art/design, LEGO for maths) so they can be used as a *vehicle* for learning in other subjects.

  - *By:* Headteacher, Subject Leads.

  - *Success Criteria:* DDP Showcases (as per Assessment Procedures) show pupils using their strengths in a cross-curricular way.

4.3 Strand 3: Improving Access to Information

(This strand details how we will ensure written and verbal information is accessible to all.)

- **Aim:** To ensure all information for pupils and parents is provided in a clear, accessible, and meaningful format, moving beyond "one-size-fits-all" written documents.

- **Action 1 (Year 1):** Fully embed the **"DDP Review Meeting"** as the primary method of reporting to parents, replacing traditional written reports.

    - *By:* Headteacher, All Staff.

    - *Success Criteria:* 100% of parents/carers attend a pupil-led, DDP-focused review meeting.

- **Action 2 (Year 1):** Audit and update the school website to ensure it meets WCAG (Web Content Accessibility Guidelines) standards, is screen-reader friendly, and avoids inaccessible formats.

    - *By:* Headteacher, Admin Team.

    - *Success Criteria:* Website passes accessibility audit.

- **Action 3 (Ongoing):** Provide necessary assistive technology (e.g., text-to-speech software, communication aids) as identified in a pupil's DDP, to ensure they can access all information.

    - *By:* SENCo, IT Support.

    - *Success Criteria:* All pupils have the technology and training they need to access information independently.

5.0 Management and Review of the Plan

The Headteacher will monitor the progress of this plan through regular SLT meetings and by reviewing DDPs and staff planning. The plan will be formally reviewed and updated **annually** by the Headteacher and the Proprietor, and a new 3-year plan will be created at the end of the 2028 cycle.

This Accessibility Plan will be made available to all staff, parents, and Ofsted upon request.

Approval Sign-Off

Name	Position	Signature	Date
D.Sinclair-McCollin	Head Teacher Director		29/08/2025

Elevated Futures Accessibility Plan (2025-2028)

Our Vision for Accessibility: The DDP as Our Framework

At Elevated Futures, accessibility is not a bolt-on initiative; it is a core component of our **Dynamic Development Plan** (DDP) philosophy. We believe that true accessibility is achieved by adapting the provision to the child's strengths, not by expecting the child to fit the provision. This plan outlines the specific, time-bound actions we will take to build on this philosophy.

Strand 1: Physical Environment

Aim: To ensure the school's physical and sensory environment is a safe, low-arousal, and accessible space for all pupils.

Action 1 (Year 1): Conduct a full Accessibility and Sensory Audit of the entire site... with a specific focus on physical access for wheelchair users.

By: Headteacher, H&S Officer, External Access Auditor
Criteria: A completed audit with a list of prioritised, costed actions.

Action 2 (Year 1 - HIGH PRIORITY): Address audit findings regarding non-compliant door frames. Design, cost, and secure funding for a programme of works to widen all main access and classroom door frames to ensure they are fully DDA-compliant for wheelchair access.

By: Proprietor, Headteacher
Criteria: Funding secured and a scheduled plan for works to commence.

Action 3 (Year 1-2): Install additional acoustic panels and non-flicker, dimmable lighting in "hotspot" areas to improve the sensory environment.

By: Headteacher, Proprietor
Criteria: Measurable reduction in ambient noise.

Action 4 (Ongoing): Maintain and enhance all designated "Therapeutic and De-escalation Spaces" as detailed in the Premises Plan.

By: Headteacher, All Staff
Criteria: Spaces are used effectively for proactive support.

Action 5 (As Required): Create and implement Personal Emergency Evacuation Plans (PEEPs) and make other reasonable adjustments.

By: Headteacher, SENCo
Criteria: All pupils can safely access and be evacuated from all areas.

Strand 2: Curriculum Access

Aim: To use the DDP framework as the primary mechanism for ensuring all pupils have full access to our ambitious, strengths-based curriculum.

Action 1 (Year 1): Ensure all teaching staff receive comprehensive training on the DDP, "talent-spotting," and differentiating the curriculum using pupil "superpowers".

By: Headteacher, DDP Champions
Criteria: 100% of teaching staff are trained. Lesson observations show DDP-led planning.

Action 2 (Ongoing): Ensure every pupil's DDP contains clear, strengths-based strategies for accessing all areas of the curriculum (academic, social, and personal).

By: All Staff, SENCo
Criteria: All DDPs are complete, "living," and used in daily lesson planning.

Action 3 (Ongoing): Audit and resource the "superpowers" identified in our pupil cohort (e.g., software for coding, materials for art/design, LEGO for maths) so they can be used as a "vehicle" for learning.

By: Headteacher, Subject Leads
Criteria: DDP Showcases show pupils using strengths in a cross-curricular way.

Strand 3: Information Access

Aim: To ensure all information for pupils and parents is provided in a clear, accessible, and meaningful format, moving beyond "one-size-fits-all" written documents.

Action 1 (Year 1): Fully embed the ***DDP Review Meeting*** as the primary method of reporting to parents, replacing traditional written reports.

By: Headteacher, All Staff
Criteria: 100% of parents/carers attend a pupil-led, DDP-focused review meeting.

Action 2 (Year 1): Audit and update the school website to ensure it meets WCAG (Web Content Accessibility Guidelines) standards, is screen-reader friendly, and avoids inaccessible formats.

By: Headteacher, Admin Team
Criteria: Website passes accessibility audit.

Action 3 (Ongoing): Provide necessary assistive technology (e.g., text-to-speech software, communication aids) as identified in a pupil's DDP, to ensure they can access all information.

By: SENCo, IT Support
Criteria: All pupils have the technology and training they need.