



Resicare Alliance

## Accessibility Statement & Policy

## Document Control

Initial purpose and scope of the new policy/procedure agreed by:	Resicare Alliance Ltd
Technical review carried out:	SMT
Final quality check carried out:	Chris Brown
Date implemented:	01.01.26
Version Number:	1
Date of the next review:	01.01.27
Department responsible:	Education
Job Title of Lead Person:	Chris Brown (Head of Education)

## ACCESSIBILITY STATEMENT & POLICY

Resicare Alliance Ltd is committed to making this website accessible to visitors with disabilities and is continually working to increase its accessibility and usability.

Resicare Alliance Ltd strives to conform to Web Content Accessibility Guidelines 2.0, Level AA.

These recommendations outline how to make website content accessible to a wider range of people with disabilities. We are on a regular basis seeking opportunities to bring all areas of the site up to the same level of overall web accessibility.

# The Yews Accessibility Plan

## 1. Context

- **Setting:** The Yews is a small through-school with **10 learners** across a range of ages, all with **Severe Learning Difficulties (SLD)**.
  - **Curriculum Pathway:** The school follows the **Equals Semi-Formal Curriculum**, which prioritizes functional skills, communication, independence, and engagement through a highly differentiated approach.
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## 2. Curriculum Accessibility

- **Semi-Formal Pathway Features:**
    - **Areas of Learning:**
      - *My Communication* – AAC, Makaton, PECS, and intensive interaction.
      - *My English* – functional literacy, phonics (Read Write Inc / See and Learn), narrative storytelling, weekend news sharing.
      - *My Maths* – practical number, money, time, and measurement.
      - *The World Around Me* – seasonal changes, festivals, lifecycles, community awareness.
      - *My Independence* – cooking, dressing, shopping, travel training.
      - *My Creativity* – art, music, drama with sensory and experiential approaches.
      - *My Physical Wellbeing* – adapted PE, sensory circuits, physiotherapy integration.
      - *PSHE* – Jigsaw framework adapted for SLD learners.
    - **Teaching Approach:**
      - Highly structured routines with visual timetables.
      - Multi-sensory learning (objects of reference, tactile resources).
      - Small group and 1:1 interventions.
      - Continuous assessment using **MAPP** (Mapping and Assessing Personal Progress).
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## 3. Physical Environment

- **Accessibility Features:**
  - Wide doorways.
  - Height-adjustable tables and workstations.
  - Sensory-friendly spaces (low-stimulation zones, calming areas).
  - Accessible toilets
  - Clear signage using **symbols and photos** for wayfinding.
- **Safety & Comfort:**

- Acoustic panels to reduce noise for sensory-sensitive learners.
  - Non-slip flooring and contrasting colors for visual clarity.
  - Emergency evacuation plans tailored for learners with mobility needs.
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#### 4. Communication Aids

- **Current Provision:**
    - AAC devices (e.g., GridPad, iPads with communication apps).
    - PECS folders for structured choice-making.
    - Makaton signing embedded in daily routines.
    - Visual supports: chat mats, symbol boards, and objects of reference.
  - **Improvement Plan:**
    - **Staff Training:** Regular CPD on AAC and Makaton proficiency.
    - **Technology Upgrade:** Invest in updated communication software and robust devices.
    - **Curriculum Integration:** Embed AAC use in all subjects (e.g., learners use devices to answer questions in My Maths or share ideas in My Creativity).
    - **Peer Interaction:** Structured activities promoting AAC use in social contexts.
    - **Monitoring:** Termly audits of communication progress using MAPP and Speech & Language Therapist input.
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#### 5. Teaching & Learning Enhancements

- **Strategies:**
  - Use **Attention Autism** for engagement and joint attention.
  - Incorporate **Colourful Semantics** for sentence building.
  - Daily phonics and reading sessions adapted for SLD.
  - Communication games to encourage expressive and receptive language.
- **Assessment:**
  - MAPP targets linked to EHCP outcomes.
  - Evidence through photos, videos, and annotated work samples.

## The Yews Quantitative Accessibility Plan

## 1. Curriculum Accessibility

Objective	Current Baseline	Target	Measure	Review Date
Embed AAC use in all curriculum areas	60% of lessons include AAC	100% of lessons	Lesson observation checklist	Termly
Staff trained in Makaton	70% staff trained	100% staff trained	CPD attendance records	End of academic year
Daily phonics sessions delivered	4 days/week	5 days/week	Timetable audit	Half-termly
MAPP targets linked to EHCP	80% learners	100% learners	EHCP review documentation	Termly

## 2. Physical Environment

Objective	Current Baseline	Target	Measure	Review Date
Accessible signage with symbols	50% of areas	100% of areas	Environment audit	End of term
Sensory-friendly spaces available	1 space	2 spaces	Room allocation records	End of term
Height-adjustable tables in classrooms	60% classrooms	100% classrooms	Equipment inventory	End of academic year
Accessible toilets with hoists	1 toilet	2 toilets	Facilities audit	End of academic year

## 3. Communication Aids

Objective	Current Baseline	Target	Measure	Review Date
AAC devices available per learner	70% learners	100% learners	Device inventory	Termly
PECS folders maintained	80% learners	100% learners	SLT audit	Half-termly
Staff CPD on AAC	2 sessions/year	4 sessions/year	CPD log	Termly
Communication progress monitored	60% learners	100% learners	MAPP evidence	Termly

## Monitoring & Review

- **Responsible Person:** Head of School
- **Frequency:** Termly audits and annual review
- **Compliance:** Equality Act 2010 and SEND Code of Practice

## **APPENDIX 2: Audit**

## Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors				
Corridor access				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency Exits				

## APPENDIX 3: POLICY HISTORY

Version / Date	Summary of Change	Review Date	Lead Author