



My Choice School Arundel
Accessibility Action Plan
Autumn 2025 to Summer 2028

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

My Choice School

My Choice School is for children aged 11-16 years (Year 7 to Year 11) with complex SEMH needs and experience of trauma.

The students at My Choice School have SEN as a consequence of their early trauma. Our students are likely to have:

- Complex emotional and behavioural needs due to early ACEs that may or may not have been identified on an EHCP
- Disrupted educational backgrounds due to family changes, care placement changes, school disruption or living in a home environment which has not supported a routine or lifestyle conducive to regular school attendance or learning
- Attachment disorders leading to problems with developing appropriate relationships and working within boundaries set by adults in a school and home environment
- Difficulties with cognitive functioning as a result of neurobiological response to developmental trauma and stresses
- Have other difficulties that may or may not be linked to trauma which may not be identified on an EHCP

Our students present with as extremely challenging behaviour. Challenging behaviour which is physical and verbal is symptomatic of emotional distress and the use of positive interventions, de-escalation and where necessary positive handling techniques are used in order to support the student to regulate. Our students also have a history of non-attendance at school and many have not attended school for any significant amount of time prior to coming to My Choice School.

While providing a service to a very specific client group, My Choice School recognises the need to widen accessibility and prepare a plan which will be led by the needs of our students and will recognise and incorporate diversity into our school population.

My Choice School has prepared a plan to address:

- Increase access to the curriculum for pupils with a disability
- Improving access to the physical environment
- Improving access to information

Action plan

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

The Action Plan is reviewed at least annually and where specified, termly and as need arises.

Increase access to the curriculum for pupils with a disability

CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS	PERSON RESPONSIBLE	REVIEW BY	NOTES
Our school offers a differentiated curriculum for all pupils	Increase resources tailored to the needs of pupils who require	Review all resources:	Head of Education Headteacher		2025-2026 Curriculum reviewed by HT and DHT Summer 2026 Dyslexia / Dyscalculia screening available via BKSB

Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils	support to access the curriculum Curriculum resources must include examples of people with disabilities	Availability of Dragon Software Availability of dyslexia / dyscalculia screening Availability of overlays and coloured paper Review of resources to ensure representation	Deputy Headteacher	Sum 2026 Sum 2027 Sum 2028	Overlays and coloured paper available Dragon software on demand
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		Confirm range of graphic novels and books appropriate for all reading levels, including non readers Increase range and provision of large print books at a level appropriate for students.			
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		Increase range of sources across all subjects e.g. literacy and numeracy board games, science kits, activity kits for D.T, computer games, large key calculators.			
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Improve and maintain access to the physical environment

CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS	PERSON RESPONSIBLE	REVIEW BY	NOTES
Classrooms and toilets are spacious Entrance areas in classroom buildings are spacious Single story building with no stairs. At least 1 wide door in each building.	Review access to ramps for patio area and through school doors Review gravel area around the school, aim to replace with tarmac Review building plans in the event of the next building phases:	Head of Education has raised the actions for the physical environment as a requirement with Director. Gravel to be replaced with tarmac when all building	Directors Head of Education Maintenance Manager Building contractor	Autumn 2025 & Spring 2026 for current building and Sports hall. 2026 for additional classroom buildings tbc.	Sports Hall build delayed Sum25 & Aut25 2025-2026 Sports Hall due to complete Autumn26

Library shelves at wheelchair accessible height	Sports hall Due 2025: Toilets and changing facilities Additional classroom buildings Planned 2026: Accessible toilets	phases are complete. Corridor and toilets do not support wheelchair access in all buildings, rectify for new builds Buildings do not support wheelchair access or mobility issues due to gravel paths and height of patio, rectify for new builds and			
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		provide ramp access for patio. Director and Head of Education to meet with building contractor when a date is planned for additional classroom building – not before 2025, need to ensure that this building has			
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		improved access.			
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Improve the delivery of information to pupils with a disability

CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS	PERSON RESPONSIBLE	REVIEW BY	NOTES
Consideration is given to the accessibility of signage around the school. Regular reviews of school displays and layouts to ensure we	Review use of text, coloured paper, acetates Review accessibility for parents, especially with regards to electronic documents and forms.	Share information verbally with parents and ask about their preferred method of receiving End of Day reports	Head of Education Headteacher Deputy Headteacher	Summer 2026 Summer 2027 Summer 2028	2025 – 2026 External signage installed on school buildings. Continued development of Communication Friendly School and access to SLCN training for all staff.

are a Communication friendly school. Information for students and for parents is accessible electronically, hard copy and in varying styles. Student Council have created an accessible handbook for all students, this compliments the prospectus		and End of Term reports. Use the Student Council to suggest different ways of sharing information.			
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