

ACCESSIBILITY POLICY

Aims of the Policy are to:-

- (a) increase the extent to which disabled pupils can participate in the school curriculum;
- (b) improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- (c) improve the delivery to disabled pupils of written information which is provided to pupils who are not disabled;
- (d) provide the framework to produce an accessibility plan for the school.

In order to achieve these aims the school will:-

- (a) provide additional provision to enable pupils with learning difficulties to access the curriculum through the SEN framework and this should include disabled children;
- (b) try to provide where appropriate physical aids to access education. These might include ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, photocopying enlargement facilities, specialist desks and chairs. It may also include portable aids such as extra robust scientific glassware and specialist pens and pencils for children with motor co-ordination and poor hand/eye skills;
- (c) consider not only teaching and learning but the wider curriculum of the school such as participation in after school clubs, leisure, sporting and cultural activities or school visits;
- (d) use a variety of approaches when planning and delivering the curriculum to draw on the different strengths and aptitudes of pupils. This might include using flexible grouping arrangements including ones where pupils with disabilities can work with their peers, and encouraging peer support by, for example, setting up buddying or mentoring arrangements;
- (e) support staff training and development to facilitate the teaching and support of disabled children;
- (f) devise actions to eliminate barriers to enable all students to access opportunities;
- (g) seek to make improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, signs, interior surfaces, floor coverings, room décor and furniture. Improvements to physical access might include - ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, well designed room acoustics and way-finding systems;
- (h) produce an accessibility plan for the school;
- (i) work with the Greensand Multi-Academy Trust on capital to secure the necessary physical adaptations to the school.