



pupil voice



respect



independence



dignity



entitlement



ACCESSIBILITY POLICY

Date Published	March 2018
Version	1
Approved Date	March 2018
Review Cycle	Every 3 Years
Review Date	March 2021

An academy within:



“Learning together; to be the best we can be”



Access and School Policy and Procedures

We adhere to Equality Act of 2010 throughout all our policies and practice to ensure children and young people access learning and the school environment.

We have three key areas of work to focus on

1. Access to the curriculum
2. Improving access to the physical environment
3. Making information accessible

Access to the Curriculum

We provide a differentiated National Curriculum. We ensure all children and young people can access activities that we offer and adaptations to equipment and activities are made to fulfil this aim. For children and young people to access the curriculum lessons are highly differentiated and take account of individual learning difficulties. Priority is placed on pupil participation, as independently as is possible. Adults are clear about the learning objectives of the lesson, class and individuals. Good communication is supported by the use of signing, symbols. All children and young people have access to appropriate computer technology to aid their learning.

The school has access to a regular NHS Physiotherapist and Speech and Language Therapist (SALT) who have particular key children and young people on their caseload. The SALT advises the school on supporting communication difficulties throughout the school.

The school will continue to seek and follow the advice of Local Authority services, such as Specialist Teacher Advisers and SEN inspector/advisors, and of appropriate health professionals to ensure barriers to learning are reduced and enable children and young people to reach their full potential.

This will be assessed and planned as part of the child or young person's Education, Health & Care Plans (EHCP).

The school continues to develop work on the Cornerstones curriculum and this is opening access to a wider and broad curriculum for all our learners in Key Stages 1 to 3.

The school continues to personalise learning for our students which opens up access to their own learning in the most accessible way for them.

The school continues to offer a range of therapies which help our students to engage in learning and make continued progress. These include rebound therapy, hydrotherapy, intensive interaction, sensory integration, dance and physical activities which supports access to learning and engagement.



Actions:

Short term

- Continue to develop the work and resources for Cornerstones curriculum to offer a rich and balanced curriculum.
- Continue to purchase new resources toward developing key curriculum areas including science and ICT.
- Ensure therapeutic interventions are evaluated and information is shared effectively and progress tracked through EHCP's.

Medium term

- Continue to develop appropriate places and spaces in the school to maximise learning.
- Develop workshops and bespoke learning for 6th Form learning
- Develop outdoor learning areas for more complex students (PMLD and EYFS)
- Develop Staff Sharing network to exchange information.

Long Term

- Develop therapy rooms/suites and specialist teaching rooms.

Access to the Physical School Environment

The building has been adapted to suit children and young people with mobility difficulties. The outdoor area is also fully accessible and grounds maintained so that they can be used as outdoor classrooms, weather permitting. We have 2 canopies so our pupils with complex autism can access an outside environment all year round.

The school takes account of the needs of children and young people and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The school has ramps outside to access each building and all of the school's play and activity areas are accessible.

Actions:

Short term

- Develop clear symbolic signs and cues around school for all learners to access.
- Continue to purchase new resources toward developing key curriculum areas including science and ICT.
- Make small individual changes for students to access learning through individual therapies.

Medium term

- Ensure greater access to those with mobility issues to outdoor areas including wildlife areas.



- Develop a poly tunnel and raised beds so all can access.
- Develop outdoor learning areas for more complex students (PMLD and EYFS)

Long Term

- Develop covered areas linking buildings / classrooms and canopies.
- Development of new learning spaces on and off site

Making Information accessible

All information issued by the school aims to be user friendly. Newsletters incorporate photographs. Makaton signing and symbols are used throughout the school to support the children and young people's communication, reading and understanding.

We encourage families and professionals to take up the offer of having communications sent to them electronically.

The school will make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

Maintained schools have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of children and young people at the school and of society.

The school promotes the fundamental British Values of Democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

English for speakers of other languages – for our students and parents we 'google' translate key information and the daily home/school diary.

Whilst English is the primary language used in the school's written and spoken information, where children and young people and/or families are speakers English speakers as an additional language, we will do all we can to achieve accessibility. This may be through the use of translation services; it may be by ensuring written information is shared verbally (where the children and young people and/or families cultural norm is to not use written language); or it may be by other means, which will be agreed by the individuals requiring improved accessibility.

Children and families are the experts in defining what these steps are, and all the work we do is built around strong relationship building and engagement.

Speaking and writing in English is a central means of achieving integration into British society and the school therefore will ensure that any and all reasonable adjustments made are done so with a view to achieving inclusiveness of children and young people and families and helping to build confidence and understanding in the use of English.



Actions:

Short term

- Develop clear symbolic signs and cues around school for all learners to access.
- Purchase new symbolic resources toward developing key curriculum areas including science and ICT.
- Make small individual changes for students to access learning through individual therapies.

Medium term

- Label/sign/symbols used in all places and spaces in the school to maximise learning.
- Create student friendly aspects to website.
- Develop outdoor learning areas for more complex students (PMLD and EYFS)

Long Term

- Seek external advice as to accessibility of site to main groups of users (VI, HI and mobility issues).