



Accessibility Policy

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An academy within:



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



1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

2. Access and School Policy and Procedures

2.1. 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.

2.2. We have three key areas of work to focus on:

- 2.2.1. Access to the curriculum
- 2.2.2. Improving access to the physical environment
- 2.2.3. Making information accessible

3. Admissions

3.1. The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

3.2. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All



pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

- 3.3. Information will be obtained on future pupils in order to facilitate advanced planning. Families of new students are invited to an admission meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

4. Access to the Curriculum

- 4.1. The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability.
- 4.2. We provide an adapted 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 a total communication approach including signing, symbols. All children and young people have access to appropriate computer technology to aid their learning.
- 4.3. 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.
- 4.4. The school also has access to an independent Occupational Therapist, Speech & Language Therapist (SALT).
- 4.5. 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.



- 4.6. This will be assessed and planned as part of the child or young person's Education, Health & Care Plans (EHCP).
- 4.7. The school continues to personalise learning for our students which opens up access to their own learning in the most accessible way for them.
- 4.8. 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.

5. Access to the Physical School Environment

- 5.1. 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 autistic pupils can access an outside environment all year round.
- 5.2. 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.
- 5.3. The school has ramps outside to access each building and all of the school's play and activity areas are accessible.

6. Making Information accessible

- 6.1. 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.
- 6.2. We encourage families and professionals to take up the offer of having communications sent to them electronically.



- 6.3. 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.
- 6.4. 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.
- 6.5. 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.
- 6.6. 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.
- 6.7. 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.