



Accessibility Policy and Plan
2023-2024

Accessibility Policy & Plan

The school recognises the duties placed upon it by the SEN and Disability Act 2001 in relation to disabled pupils and prospective pupils. It actively seeks not to treat disabled pupils less favourably and takes reasonable steps to avoid putting them at a substantial disadvantage.

The Accessibility Plan is drawn up in compliance with current legislation and requirements, (2010 Equality Act). School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. This Accessibility Plan is structured to complement and support the school's Equality Objectives, and is published on the school website.

Current Provision

Building Access

- All entrance/exit doors and all internal doorways are of sufficient width to allow the passage of wheelchairs.
- There is lift access to the first floor.
- Toilet facilities for the disabled are provided at the ends of each wing, in the reception area and on the first floor corridor.
- The exterior has been painted with the needs of the visually impaired in mind, edges, manhole covers and poles have all been highlighted.
- All staff and visitors are given identity badges, which must be worn at all times.
- Members of staff are given a fob for access to the school staff car park and main entrances.

Curricular Provision

- The school endeavours to ensure that all pupils, including those with disabilities, have access to the full range of curricular activities. In addition to the building adaptation described above:
 - The school employs, when required, additional Teaching Assistants (TAS) for children with disabilities.
 - There are a number of permanently employed 'Teaching Assistants' providing support for children with a variety of needs, including speech and language, etc.
 - A range of specialist equipment is provided on the advice of external agencies to help disabled pupils to participate in lesson activities.
 - Venues for educational visits are carefully chosen to ensure that there is access for disabled pupils, with TAs assigned to accompany them.
 - Risk assessments are carried out for each disabled child on their entry to school. These will ensure that the child has full access to classroom activities and lessons.

General Provision

The school endeavours to ensure that all pupils, including those with disabilities, are able to take part in all school activities. In addition to those described above, children with disabilities are always included in activities such as school assembly when wheelchair space, specially adapted chairs, digital microphones

or individual support is provided.

Teachers organise their classrooms to ensure that they are accessible to all. In this way pathways around classroom furniture enable wheelchair access and class carpet areas are large enough for children to work on if in plaster casts. Within the school there are a variety of height tables and chairs that can be used to enable children to work at the required height. The advice of the Occupational Health Service is sought when considering appropriate classroom furniture.

Staff Training & Development

The training & development needs of staff are identified and provided for as part of the school's Professional Learning and Development. In relation to those staff who work closely with pupils with disabilities, particularly Support Assistants, a range of training has been provided over the last few years, including, that in manual handling, ASD and First Aid. The school is an accredited Communication Friendly School.

In addition, the school works closely with and utilises the specialist services and expertise of external agencies, to help to ensure that disabled pupils are able to access the curriculum, e.g., Visual & Hearing Impairment, Speech & Language Therapy, etc.

Equal Opportunities

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, ethnic origin, religion, ability, disability, sexuality or any aspect of their social/cultural background. Furthermore the school community is committed to countering all forms of racial prejudice and discrimination. All procedures are designed to promote equality and diversity.

Future Development Priorities 2023-2024

Actions	Timescale	Resources	Persons Responsible	Impact
Update First Aid training, when required.	Ongoing	SBS	Outside Agency	All TAs, Midday Supervisors and staff leading sports clubs will be appropriately trained.
Staff to attend positive handling training – Team Teach	Ongoing 2023-2024	SBS LA SLA	LA	All members of LAST and selected staff will be trained in Team Teach approaches All TAS will be trained if working with pupils who may need RPI
Staff awareness of how to respond to the needs	2023-2024	SBS	CAMHS IN Reach	All staff will be able to meet the complex

of pupils with a range of disabilities to be increased, e.g., visual/hearing impairment, language/speech therapy, dyslexia, etc.			Professional Learning Coordinator & ALNCo	needs of individuals they directly support which will impact positively on the pupils' wellbeing and social and academic progress.
Introduce a range of experiences across the curriculum that challenges perception, stereotypes and discrimination against a range of disabilities.	2023-2024	SBS	All Staff Equalities Leader Humanities Team	All staff will be equipped with the resources and knowledge to challenge the perception of all learners. All learners will participate in a range of experiences to challenge their thinking. All of which will reduce discrimination and stereotypical perceptions towards those who are disabled.

Policy Review and Update:

This policy was updated in February 2024

All staff were made aware of the update of this policy in February 2024

This policy will be reviewed in February 2025

This policy was approved by the governing body on 14.03.24

Signed by Chair of Governors: _____