



# Accessibility Policy

Adapted from The Key: Adam Brewster March 2021

Nominated Governor:

Signed:

Date:

Review date: March 2023

## Aim

The school is committed to ensuring equal treatment of all its children, employees and any others involved in the school community, with any form of disability and will ensure that people with disabilities are not treated less favourably in any procedures, practices and service delivery.

We aim to develop a culture of inclusion and diversity in which people with disabilities are able to participate fully in school life. The achievement of children with disabilities will be monitored and this data will be used to raise standards and ensure inclusive teaching. Reasonable adjustments will be made to make sure that the whole school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

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](#).

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Policy every three years.

1. Our Accessibility Policy is structured to complement and support the school's Single Equality Policy, Which under a single umbrella covers • Race • Disability • Gender & Gender reassignment • pregnancy & maternity • age • Religion and Belief • Sexual Orientation • Special Educational Need • Community Cohesion and is published on the school website.
2. This may be monitored by the LA under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and may advise upon the compliance with that duty. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
3. Heltwate School Accessibility Policy shows how access is to be improved for disabled pupils, staff and visitors to the school and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Policy will contain relevant and timely actions to:
  - Ensure access to the curriculum for all our pupils, expanding the curriculum as necessary to ensure that pupils are as equally prepared for life; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist equipment, which may assist these pupils in accessing the curriculum;

- Improve access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school within a reasonable timeframe;
  - Improve the delivery of written information to staff, parents and visitors with disabilities; examples might include the website, hand outs, timetables, newsletters, texts and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
4. The Accessibility Policy relates to the key aspects of the physical environment, curriculum and to written information.
  5. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
  6. The Accessibility Plan relates to the Improvement plans in school and are updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Policy and therefore some items will roll forward into subsequent policies. The improvement plan will be reviewed and updated by the school prior to the end of each period covering this policy.
  7. The Accessibility Policy should be read in conjunction with the following school policies, strategies and documents:
    - a. Teaching and Learning Policy
    - b. Curriculum Policies
    - c. SEND Local Offer/Information report
    - d. Equality Policy
    - e. Staff Development Policy
    - f. Safeguarding policies
    - g. Health & Safety Policy
    - h. Behaviour Management Policy
    - i. School Improvement Plan
    - j. School prospectus.
    - k. Complaints policy
  8. The Accessibility Policy is published on the school website.
  9. The school works in partnership with the Local Authority in developing and implementing this Accessibility Policy.
  10. The Accessibility Policy may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

### **Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Full Governing body.

## Good practice which ensures access to the curriculum and extended curriculum.

- An individual and personalised curriculum is devised for each pupil. Experienced staff adapt and differentiate activities to ensure they can be accessed by all.
- Teachers and Teaching Assistants complete regular training to support them with planning and delivery.
- Significant alterations have been made to the school providing greater access to the curriculum and a much better and safer working environment,
  - Autism facilities
  - Improved access to all areas of school
  - Upgraded lighting
  - Electrical hoists in disabled toilet
  - Access control
  - Class room outdoor areas developed.
  - Covered areas in playground
  - Path access to allotment, raised beds and accessible gardens and Forest Schools.
  - Adjustable furniture
  - Travel plan, better access into school
  - Disabled parking bays
  - New build
  - Playground equipment and seating
  - Appropriate and specialist furniture
  - Sensory therapy rooms.
- Enhanced staffing maybe provided
- EHC Plans provide individual targets and target setting to take place. These are central to the curriculum structure.
- Specialist equipment and knowledge is provided to remove barriers for learning, e.g. signing, VI support, OT support. Should it become necessary, a sound loop for hearing impaired children will be installed.
- ICT may be adapted to better meet needs, Touch screen, eye gaze, voice recognition etc.
- Not excluding children with disabilities from school trips unless a full risk assessment indicates that participation should not take place. Additional staff are allocated to accompany solely those children with specific needs. Wheelchair access bus/coach transport is used if required. Risk assessments are carried out for chosen trip locations.
- A wide range of enhanced curriculum is provided, horse riding, swimming, sport, theatre, trips and visits, community events.
- Teaching spaces may be adapted to make them safe and accessible for a range of disabilities and behaviours.
- Staff are provided with clear information to support each pupil and inform planning.
- The school has Autism accredited status, staff are knowledgeable and the curriculum bespoke.
- Having strong links with external partners e.g. Advisers, Behaviour Support Service, Social Service, Health Service, Speech and Language therapists, Specialist teachers.
- Using external professionals to support where appropriate.

- Regular staff INSET on teaching children with additional needs.

## Inclusion

Heltwate School will consult with children with disabilities, staff and service users to enable pupils to be the best version of themselves.

- IEP and Annual Reviews with SEN children/parents
- Analysis of available school disability data
- Analysis of a range of Local Authority/Specialist Organisations reports which examined the experiences of children with disabilities
- Meeting with parents at consultation evenings
- Disability Equality scheme surveys of all members of the school community and users of school buildings.

## Developing a voice for children, staff and parent/carers with disabilities

Heltwate School is developing opportunities for children with disabilities, staff and parents/carers by:

- Including children and parents/carers in review meetings
- Including children and parents/carers in school questionnaires
- Class teachers discussing issues regularly with children (via PSHCE)
- Use of the School Council
- Having a cycle of agenda items at Governing Body meetings to discuss issues
- Partnership with other organisations.