



Accessibility Policy

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This policy reflects the values and philosophy of Green Fold School in relation to Accessibility. It sets out a framework within which teaching and non-teaching staff can operate. This policy is drawn up in accordance with the Disability Discrimination Act, as amended by the SEN and Disability Act (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by the DCSF. Green Fold caters for pupils with PMLD, SLD and ASD and as a 'special school' focuses its resources to ensure equality of access for all pupils regardless of disability with individual needs assessed and resourced in order to ensure developmental progression in all areas.

Audience

This policy, having been presented to and agreed upon by the whole staff and Governing Body is distributed for the information of:

- All teaching staff
- All teaching assistants
- All support staff a copy of the policy is available in:
- The Head Teacher's Office this is available for:
- School governors
- External Professionals
- OFSTED
- Parents
- Visiting teachers
- Other interested adults (social and psychological services etc)

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA): "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA)
- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably – to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage In performing their duties, governors and staff will have regard to the DRC Code of Practice.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum, including:-

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Achieving the Objectives

This section outlines the main activities, which the school undertakes, and is planning to undertake, to achieve the key objective outlined above.

a) Education & related activities.

The school will continue to seek and follow the advice of LA services, and other external professionals that can support the school to ensure equality of access and developmental achievement commensurate with their potential ability.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities, services and fittings.

c) Provision of information

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

Accessibility Plan – Identifying Barriers to Access

Organisational	Completed	In progress	In discussion	Not yet Addressed
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment? (As part of a developmental programme differentiated to meet individual need)	√			
Preparation for entry into school. (Admissions Policy- within the resources of the School, School Brochure and student information pack)	√			
Grouping of pupils (by need type and chronological age and differentiated lesson plans in place plus individual support e.g. reading as relevant)	√			
Homework policy and practice (in place by developmental ability and ref school brochure)	√			
School discipline and sanctions (reference Behaviour Policy)	√			
Exclusion procedures (reference Exclusions Policy.)	√			
School clubs and activities (full access as relevant also reference e.g. Off Site Visits Policy)	√			
School trips (full access with curriculum access statements and risk assessment in place)	√			
The school's arrangements for working with other agencies (Assessment Policy, Annual reviews/ EHCP, Attendance and Behaviour Management policies e.t.c.)	√			

Attitudinal	Completed	In progress	In discussion	Not yet Addressed
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? (Training is needs led and represented in school development plan. Risk Assessments also guide training)	√			
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading? (Individual developmental progression identified in lesson plan e.g. Teaching strategies and resources. Individual behaviour plan guided by Behaviour Small steps developmental criteria)	√			
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? (As above)	√			
Are there high expectations of all pupils? (All pupils are baselined with SMART targets set for the pupil to achieve within their zone of potential development, also reference e.g. Work Related Learning and Whole Curriculum policy)	√			
Do staff seek to remove all barriers to learning and participation? (reference Equal Opportunities Policy)	√			
Access to the curriculum. (As above with differentiation if necessary, reference curriculum access statements)	√			
School policies, e.g. anti-bullying, SEN policies, health and safety. (All in place with annual review/ EHCP)	√			
Interaction with peers. (Part of developmental criteria as held in behaviour small steps as evidenced in Pupil portfolio)	√			

Physical Access	Completed	In progress	In discussion	Not yet Addressed
Are your classrooms optimally organised for disabled pupils? (Classrooms are compliant with recommended space and organisation)	√			
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils? (Door access and toileting facilities all meet needs of pupils)	√			
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? (Corridors and doors all meet expected access for wheel chairs, high handles are used for safety of pupils and 1-1 support is given when moving a child around school)	√			
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? (Lower level accessibility available on both sites)	√			
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components? (a comprehensive system is in place all pupils have an evacuation plan, reference Health and Safety Policy)	√			
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? (Tactile buttons in place across all classes in school)	√			
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? (Any issues dealt with through Statement of SEN)	√			
Are areas to which pupils should have access well lit? (Dimmer switches are used in the vast majority of classes to aid visibility)	√			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room’s acoustics and noisy equipment? (Low school numbers and small class sizes also individual needs met through ILP and Curriculum Access Statement)	√			

Physical Access (Con'd)	Completed	In progress	In discussion	Not yet Addressed
Is furniture and equipment selected, adjusted and located appropriately? (as a Special school all resources are provided and organised to reflect whole school need, pupils moving and handling plan)	√			
Access to school facilities. (equality for opportunity approaches reference Equal Opportunity policy)	√			
Activities to support the curriculum, e.g. drama group visiting school. (a personalised curriculum is available to all pupils to ensure they have the right diet of education).	√			
School sports. (Is delivered across school and is adapted and fully inclusive, links with other special schools develop competition and participation)	√			
How the school deals with emergency procedures. (Regular documented checks and practice e.g. fire drill also Staff Handbook, Caretaker checks, Health and Safety policy, First Aid Guidelines e.t.c.)	√			
Breaks and lunchtimes. (Whole school SEN policy with staff supported system including rotas)	√			
The serving of school meals. (Own kitchens with provision for special dietary requirements)	√			

Curriculum Access	Completed	In progress	In discussion	Not yet Addressed
Do lessons provide opportunities for all pupils to achieve? (Differentiated Lesson Plans with linked ILP/BP's)	√			
Are lessons responsive to pupil diversity? (as above)	√			
Do lessons involve work to be done by individuals, pairs, groups and the whole class? (reference teaching and learning styles policy and teaching strategy component within planning proformas)	√			
Are all pupils encouraged to take part in music, drama and physical activities? (see curriculum rolling programmes re-broad and balanced curriculum entitlement)	√			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? (Individual differentiated programmes)	√			
Do you provide access to computer technology appropriate for students with disabilities? (as identified in statement for SEN and represented in lesson planning formats)	√			
Teaching and learning. (reference Teaching and Learning policy)	√			
Classroom organisation. (Individually assessed and represented in lesson plan)	√			
Timetabling. (access arrangements to resources in school are linked to special educational need and treatment plan)	√			
Assessment and exam arrangements. (Pupils if able have the right to access to exam arrangements)	√			
Preparation of pupils for the next phase of education. (Transition Policy identified how pupils move from class to class and key stage to key stage)	√			

Information Access	Completed	In progress	In discussion	Not yet Addressed
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? (Individual learning plans would identify strategies and resources to meet need)	√			
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams? (As above)	√			
Do you have the facilities such as ICT to produce written information in different formats? (specialist ICT resources are available if recommended part of statement/ EHCP)	√			
Do you ensure that staff are familiar with technology an practices developed to assist people with disabilities? (professional development programme with support from ICT co-ordinator/ technician, focused family groups with action plans identified)	√			
School announcements. (Weekly staff briefing and notice board, emailed information digitally to all of Green Fold team.)	√			
Access to information. (School has shared internal drive for information sharing)	√			