Accessibility Policy

Date approved: 24 January 2018

Review cycle/date: Every 3 years, January 2021

Party responsible: Finance & Premises Committee

Linked policies: Special Educational Needs & Disability (SEND) Policy

Introduction

The Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in all areas of life including education. It is unlawful for a school to treat disabled people unfavourably.

Under this Act a person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to perform normal day-to-day activities. Unfavourable treatment could include direct discrimination, indirect discrimination, discrimination arising from a disability and harassment. The Act contains further guidance on the meanings of these definitions.

In addition the Special Educational Needs (SEN) Code of Practice gives practical guidance on how to identify and assess children with Special Educational Needs. Since 1 January 2002 Local Educational Authorities and schools have been obliged to take account of this Code.

Purpose

The Swanage School comprises a purpose built main two storey block with a separate one storey sports hall block. The buildings have level access to all rooms and corridors. There is a disabled access platform lift in the main building to enable disabled access to the first floor. Disabled access toilets are available throughout the school with a disabled access shower/toilet in the Sports Hall. There is an induction loop installed in the reception area and in the drama space.

The Swanage School is committed to providing all children every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the Local Authority for a pupil with a disability to attend the school, professional advice will be sought when necessary, to enable an assessment of the individual's needs to be made. This will include access to the various parts of the school and the requirements of the curriculum. Parents and carers of pupils with disabilities will be consulted to identify and where possible, remove any obstacles to learning. Such obstacles could include physical, sensory or learning difficulties, mental health issues or emotional or social development, as well as the learning environment experienced within the school.

The staff at The Swanage School value pupils of different abilities. The curriculum will be implemented to meet the specific needs of individuals and groups of children by:-

- setting suitable learning challenges through quality first teaching and differentiation,

- responding to children's diverse learning needs and providing information to teachers through Provision & Intervention Maps (PIM) and Education Health Care Plans (EHCP) (where required),

- overcoming potential barriers to learning for individuals and groups of pupils, by making reasonable adjustments, accessing outside support agencies where appropriate (such as the Special Educational Needs Specialist Service (SENSS), intervention programmes, use of Information and Computer Technology (ICT) and visual aids,

- ensuring individuals are able to access other curricular opportunities outside the curriculum such as school trips, after school clubs and special events, and sports days.

When planning their work, staff will take into account the abilities and needs of all the children and provide differentiated work accordingly. This may involve modifying learning objectives, teaching styles and access strategies.

Monitoring of progress will be carried out by class teachers, the Headteacher, Special Educational Needs Coordinator and other advisers as appropriate and used to inform future planning of provisions to meet each individual's needs. This could include applying for examination concessions when appropriate.

Most written information is presented in different formats to make it accessible. This includes:

- differentiation of class work and homework tasks

- visual presentation of information and timetables

- use of appropriate fonts and font sizes.