

WOLFRETON SCHOOL and SIXTH FORM COLLEGE

Policy Document ACCESSIBILITY POLICY

Written in January 2012 by:	
Headteacher Assistant Headteacher – Achievement and Progress SENCO	
Adopted	November 2012
Last Reviewed	November 2018
Frequency of Review	Every 3 years
Review Date Due	November 2021

BACKGROUND

The school will take reasonable steps to ensure that disabled students are not placed at a substantial disadvantage compared to non-disabled peers.

In considering what is reasonable the school will take account of;

- School budget situation
- The practicalities of making adjustment
- Health and Safety factors
- The interests of other students
- The need to maintain academic standards

All reasonable steps will be taken to ascertain disabilities of students. Consultation with parents and external agencies providing support (where appropriate) will determine strategies to support disabled students within school. Relevant information will be passed on to staff to ensure awareness. This is normally done before transfer.

Staff INSET on particular issues will be arranged as appropriate and as soon as is practicable to ensure staff awareness e.g. use of epi-pen.

No student will be discriminated against by excluding him/her because of their disability. The practice of “reasonable adjustment” is integral to the behaviour policy. The school behaviour policy, however, covers all students; a disability therefore does not preclude a student from sanctions or exclusion.

MAKING THE SCHOOL MORE ACCESSIBLE

Physical access to the school site:

- Both the main school and sports hub have external ramp access or internal access to ground floor classrooms.
- Lift access to the second floor is available in the main school.
- The school has disabled toilets and a shower.
- There is a disabled toilet/shower facility for staff.
- Where appropriate handrails have been added to assist with small flights of steps.

Supporting access for employees:

As a place of employment Wolfreton will strive to meet the needs of all staff to support their full inclusion into the workplace where necessary adjustments are undertaken to enable staff to fully access all areas of the school.

Supporting access for visitors:

Parents/carers and others using the school site are supported to access the school site, for example arrangements are in place to accompany parents/carers who require lift support to access teaching rooms on parents' evening.

Access to the Curriculum:

The school seeks to meet all its disability duties and we strive to ensure that the curriculum offered is inclusive for all students. To support this our Learning Support Team will work in partnership with students with disabilities, their parents and carers, the Pastoral Teams and where appropriate external support services (Educational Service for Physical Disability, Visual Impairment, Hearing Impairment, Occupational Therapist etc) to plan and support a personalised curriculum that meets the needs and interests of the student.

In terms of Pastoral Support all students with disabilities will be known to Learning Support and our anti-bullying procedures seek to help reduce insecurity and build self-confidence and independence.

Access to learning, support and information:

- Students with VI have access to modified written materials as recommended by VI service teachers.
- Students with HI are visited regularly by an HI advisory teacher and recommendations for reasonable adjustments are shared with staff.
- Students with physical difficulties visit the school to transfer with a specialist advisor from ESPD to take a site tour to ascertain where areas of difficulty are. Discussion will take place with the Site Manager to see if changes can be made to overcome any accessibility problems.
- TAs utilise a variety of multi-sensory approaches to support students with Specific Learning Difficulties (Dyslexia), or where English is an additional language, including visual support / scribing.
- The Learning Support Team co-ordinate special exam arrangements to ensure appropriate access and support for public examinations.
- Notices and information about school events are displayed on the school's website.
- The Learning Support Bulletin and Classroom Support Plans provide staff with guidance on suitable strategies that can be used to make the curriculum accessible to students. Teachers and TA's should be aware of preferences expressed by students or their parents.

Making it happen:

The Governing Body will take responsibility for the school's Accessibility Policy, set a clear direction and report on it annually.

The views of students will be gathered through the annual survey, and we will look to gather information of parental views at parents evening through questionnaires.

The school's Accessibility Policy will be available on the Wolfreton website and from the school offices.