



ACCESSIBILITY POLICY

This policy sets out how we try to ensure that all children are included in the life of the school.

It should be read in conjunction with the Special Educational Needs & Disabilities Policy.

Student Admissions, re-admissions and exclusions

Continue to improve induction process for students with disabilities:

- SENDCo to continue to visit feeder primary schools and to invite students and parents for pre-induction visits where appropriate and/or necessary.
- Extended pre-induction programme for identified students with special educational needs e.g. those students being integrated from special schools, students on Autistic Spectrum or physical disabilities.

Induct and integrate students who transfer mid-term following permanent exclusion or to prevent a permanent exclusion:

- Pre-transfer meeting with parents and relevant agencies.
- Review success of integration programme after an appropriate period of time.

Education and Associated Services

Awareness - Ensure all necessary personnel are aware of the range of special educational needs and disabilities:

- Information available to all staff on specific needs &/or disabilities e.g. Autism Spectrum Condition, Dyslexia, ADHD via the FROG Platform. Regular meetings within departments include progress and interventions for SEND provision.
- SENDCo to provide training to all staff & in particular NQTs and *PGCE/SCITT students* as part of their induction programme.

Assessment and Examinations - Continue to identify students with specific needs for internal and external examinations:

- Assess and provide necessary support, exam venue, equipment and time for students with disabilities to achieve their potential in examinations.



Teaching and Learning - Continue to identify students with disabilities and make special arrangements to enable them to access the curriculum

- Provide support for students with disabilities in and out of the classroom e.g. Teaching Assistant support for students with ASD or a sensory impairment, literacy programmes for students with Dyslexia.

Homework

- Help teachers modify homework demands for students with dyslexia, ASD etc.
- Run training sessions for all staff on needs of SEND students, for example Dyslexic students.

School Trips

- To include students with disabilities on school visits whenever it is safe and reasonable to do so.
- Each trip and student is considered to see what adjustments could reasonably be made to accommodate students with disabilities whilst not jeopardising the health or safety of the other students on the trip. E.g. including a parent or *Teaching assistant* on the visit.
- PEEPS &/or Risk assessments are put in place where required.

School Discipline and Sanctions

- We expect all students to keep our standards and traditions but consideration is given to SEND needs, as per the BfL Policy.
- Any concern will always be discussed with parents and decisions made with consideration given to the nature of the needs.

Physical Access

Parking facilities for disabled users

- Appropriate spaces are marked out in the car park.

External ramps and steps

- Access provided to all teaching classrooms and suitably marked.



Entrances and reception

- All areas accessible by less able people.

Internal doors, corridors, ramps and stairs

- Adequate provision exists and all doors meet legal requirements for disabled access.

Lifts and stair lifts

- Lifts are provided to access all floors
- Disabled toilets provided and all toilets have access.

Means of escape

- All means of escape suitably marked and signed and all evacuation routes adequate.