

Accessibility Policy	
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Responsibility	HT and AHT (SEND & Inclusion)
	ADMIN USE ONLY
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Change Log:

- Reformatted and rebranded, Changed references to The Gateway Multi-Academy Trust from The Romsey School
- Changed responsibilities to AHT (SEND & Inclusion), SENDCO and Progress Leaders where appropriate
- Removed separate section 'equal opportunities' and included within "Aims"
- Changed reference to school's 'Diversity and Equality policy' (doesn't exist) to Trusts Equality Information & Objectives and phase level SEND policy and school level SEND report.
- Addition of 'reasonable' where talking about funds
- Change reference of 'statemented' pupils to 'pupils with EHCPs'
- Changed the review interval to every three years as per stat guidance
- 7.13 Auxiliary aids and services where necessary will be given through EHCP funding to help the school provide suitable reasonable adjustments to pupils with disabilities.
- 9.2 All curriculum areas have accessible classrooms available to provide learning to all pupils.

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To be read alongside:

ACCESSIBILITY PLAN_ The Romsey School _ Document number ROM001

1. LEGAL FRAMEWORK

- 1.1. This policy has due regard to legislation including, but not limited to, the following:
- United Nations Convention on the Rights of the Child
 - United Nations Convention on the Rights of Persons with Disabilities
 - Human Rights Act 1998
 - Special Educational Needs and Disability Regulations 2014
 - Education and Inspections Act 2006
 - Equality Act 2010
 - The Education Act 1996
 - The Children and Families Act 2014
 - The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- 1.2. This policy has due regard to national guidance including, but not limited to, the following:
- DfE (2014) 'The Equality Act 2010 - advice for schools'
 - DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

2. RATIONALE

- 2.1. The purpose of this policy is to ensure that the Trust is fully inclusive in ensuring accessibility so that it can achieve its aims for equal opportunities. This policy must be adhered to by all staff members, pupils, parents and visitors.

3. AIMS

- 3.1. The Trust is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.
- 3.2. **The Trust is active in promoting an inclusive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life as detailed below:**
- The Trust strives to ensure that all existing and potential pupils are given the same opportunities
 - The Trust is committed to developing a culture of inclusion, support and awareness
 - Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported
 - The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities
 - Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need
 - The Trust will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities

4. DEFINITION

- 4.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.
- 4.2. The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

5. ROLES AND RESPONSIBILITIES

- 5.1. Staff members will act in accordance with the Trust's Accessibility Policy and Accessibility Plan at all times.

- 5.2. The AHT (SEND & Inclusion) will create an Accessibility Plan with the intention of improving the school's accessibility.
- 5.3. The Local Governing Body, or a select committee, will be responsible for ratifying the Accessibility Plan.
- 5.4. The Accessibility plan is at Phase LLevel. Therefore, each LGB will approve the Accessibility Plan before it is implemented.
- 5.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.
- 5.6. The AHT (SEND & inclusion) & SENCO will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.
- 5.7. During a new pupil's induction, the Progress Leader will establish whether the pupil has any disabilities or medical conditions which the school should be aware of and raise this.
- 5.8. The Headteacher and/or AHT (SEND & Inclusion) and/or SENCO are responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- 5.9. The Headteacher and/or AHT (SEND & Inclusion) and/or SENCO will work closely with external agencies to effectively create and implement the school's Accessibility plan.
- 5.10. The AHT (SEND & Inclusion) and/or SENCO will work closely with the Headteacher and Local Governing Body to ensure that pupils with SEND are appropriately supported.
- 5.11. All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.
- 5.12. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

6. ACCESSIBILITY PLAN (Tailored at Individual School level)

- 6.1. The Accessibility plan will be structured to complement and support the Trust's Equality Information & Objectives, as well as the phase level SEND policy and school level SEND report.
- 6.2. The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the School Key Priorities.
- 6.3. The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.
- 6.4. The plan has the following key aims:
 - To increase the extent to which pupils with disabilities can participate in the curriculum
 - To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
 - To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.
- 6.5. The intention is to provide a projected plan for a three-year period ahead of the next review date.
- 6.6. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- 6.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- 6.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.
- 6.9. Both the Accessibility Policy and Accessibility Plan will be published on the school website.
- 6.10. An access audit will be undertaken by the SENCO and reviewed by the Local Governing Body every two years.
- 6.11. The school will provide adequate resources for implementing reasonable adjustments and plans, ensuring pupils are sufficiently supported.
- 6.12. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.
- 6.13. Auxiliary aids and services where necessary will be given through EHCP funding to help the school provide suitable reasonable adjustments to pupils with disabilities.

7. ADMISSIONS

- 7.1. The school will act in accordance with the Admissions Policy.
- 7.2. The school will apply the same entry criteria to all pupils and potential pupils.

- 7.3. The school will support pupils with SEND by making any reasonable adjustments necessary during entry exams, e.g. publishing exam papers in a larger font.
- 7.4. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- 7.5. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.
- 7.6. Information will be obtained on future pupils in order to facilitate advanced planning.
- 7.7. **Wherever possible**, prospective parents of pupils **with EHCPs**, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

8. CURRICULUM

- 8.1. The school is committed to providing a healthy environment that enables full curriculum access and values and, and includes all pupils regardless of their education, physical sensory, social, spiritual and emotional needs.
- 8.2. **Wherever possible, reasonable adjustments will be made to** ensure that no pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 8.3. The school aims to provide **an appropriate curriculum** to enable all pupils to feel secure and make progress.
- 8.4. The head of department/classroom teacher for each subject/class and the SENCO will work together to adapt a pupil's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- 8.5. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis. **For example**, Physical Education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 8.6. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.
- 8.7. There are established procedures for the identification and support of pupils with SEND in place at the school.
- 8.8. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.
- 8.9. Specialist resources are available for pupils with visual impairments, such as large print reading books.
- 8.10. Learning **S**upport **A**ssistants are deployed to implement specific literacy, numeracy and speech programmes.

9. PHYSICAL ENVIRONMENT

- 9.1. The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.
- 9.2. **All curriculum areas have accessible classrooms available to provide learning to all pupils.**
- 9.3. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 9.4. There are provisions for nappy changing.
- 9.5. Where entrances to the school are not flat, a ramp is supplied for access.
- 9.6. Wide doors are fitted throughout the school to allow for wheelchair access.
- 9.7. The corridor flooring and lighting is designed to support those who are visually impaired.

10. MONITORING AND REVIEW

- 10.1. **The school continually looks for ways to improve accessibility within the school through data collection, parent surveys and discussions.**
- 10.2. This policy will be reviewed **every three years** or when new legislation or guidance concerning equality and disability is published.
- 10.3. The Local Governing Body and Headteacher (or delegate) will review the policy and plan in collaboration with the SENCO.
- 10.4. Equality impact assessments will be undertaken as and when school policies are reviewed.

