

Samuel Ward Academy Accessibility Plan 2017-18

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1. Definition of disability:

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. (Accessible schools: summary guidance, DfES 6/2002)

The Governors will ensure that all individuals, whatever their physical or mental impairment have access to the curriculum, the environment and to information.

This policy is focused on pupil's accessibility, for staff - see Equal Opportunities policy.

2. Aims:

In seeking to enhance opportunities for all pupils to develop their academic and social skills whilst addressing their emotional, physical and moral and spiritual needs the school will:

- Provide a curriculum that is accessible to all pupils
- Provide an environment which is accessible to everyone
- Provide access to information for pupils and parents

3. Access to the curriculum

Samuel Ward is committed to providing equality of opportunity for all students. In the context of the curriculum this means that opportunities are given to all regardless of gender, race, ethnicity, religion, age, disability or sexual orientation.

Pupils with significant SEND have a One Page Profile identifying specific needs based on a range of academic and non-academic data.

At Key Stage 4, some pupils are provided with an alternative curriculum by means of college course, apprenticeships and work experience. All KS4 pupils have the opportunity to choose vocational subjects. In addition, school based options choices offer an alternative pathway of study and support, through additional literacy and numeracy, and life skills courses.

At Post 16 students have a choice of pathways which include a variety of level 2 and level 3 courses. Post 16 level 3 outcomes are well in line with national figures.

4. Access to the Environment

The school provides easy access for those with physical disabilities. The building is all on one level, all parts of the school are available to wheeled chair users and areas with steps have ramped access. Fire exits are accessible to wheeled chair users. Where these have raised steps, portable ramps are in situ in rooms occupied by wheeled chair users. All teaching blocks have toilet facilities with wheelchair access and fire doors in internal corridors can be held open with hooks to wall fixings.

To further improve access the following targets are being addressed and strategies for implementation are detailed in the Annual Plan.

1. Main external doors to be adapted to open automatically at the press of a button
2. Internal corridor doors to be adapted to open automatically at the press of a button
3. Pedestrian, cycle and vehicle access to the school to be improved by means of re-designing the main school entrance. A new discrete pathway for pedestrians and cyclists will be built, and more appropriate car-parking will be provided. The turning area for school buses will be kept car free
4. Additional parking for disabled drivers
5. Improved facilities for storing cycles
6. Develop further pupil social areas in school grounds.
7. Investigate installations of loops to aid hard of hearing.
8. All new buildings to have ramped entrances to all areas of access and including all fire exits.
9. All new buildings to have wide corridors to allow for wheelchair access and support ASC students with spatial awareness
10. A selection of classroom tables at higher heights to allow for permanent and temporary wheelchair users
11. Path access surrounding all buildings so that no areas are inaccessible to wheelchair users
12. Soundproofing between classrooms to support students with ASC
13. Additional classrooms for SEN teaching
14. Indoor social areas to be available for SEN students with social, emotional or hypersensitivity difficulties

5. Access to Information for pupils and parents

Data from pupil and parent questionnaires indicate that both are pleased with the level of information they receive. Our aim is to ensure that every pupil and parent has access to all lesson plans, curriculum information and targeting / outcome grades on every pupil every day, 24 hours per day. In order to achieve this target the following steps have been taken:

1. One page pupil profiles based on SEND Code of Practice (2014) and other hard data available to all pupils and parents
2. Teaching monitoring data available to all parents and pupils
3. The School Based Guarantee that parents and pupil will have access to 'hard' copies within 24 hours
4. The school website will contain all relevant school information, in an accessible format, and will be kept-up-to-date

It was ratified by the Governing Body on:	
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