

Severndale
Specialist Academy



ACCESSIBILITY POLICY AND PLAN

Policy & Plan proposed: Spring Term 2017
Policy & Plan to be reviewed: Spring Term 2020

Introduction

The SEN and Disability Act 2001 replaced the Disability Discrimination Act 1995 (DDA) to cover education. This has now been replaced by The Equality Act 2010.

Accessibility is defined on Page 4 of the “Single Equality Scheme and Action Plan “

The Severndale School Accessibility Plan aims to support our School Aims to:

- be a happy place to learn
- encourage achievement of educational and economic potential
- work cooperatively with Parents and Carers
- respect individual needs
- value the community
- provide high quality age appropriate education
- work in partnership with other professionals
- be a safe and healthy school.

The purpose of this plan is to ensure that the principle of equal opportunities permeates all aspects of school life, and to ensure that positive steps are taken to enable all pupils to have equal chances in all areas of school life. Considerations will be made with regard to access, resources, communication, curriculum and inclusion.

Severndale School recognises the principle of entitlement of access to an appropriate curriculum that meets each individual pupil's needs (See Severndale School Inclusion Policy). All pupils have access to a relevant, broad and balanced curriculum drawn from the Early Years Foundation Stage, National Curriculum, accredited courses and work related learning. Work is differentiated in all curriculum areas to meet individual needs.

The main priorities in the school's plan are

- to maintain or increase the extent to which pupils can participate in the school curriculum

The delivery of the curriculum is on the main school site, satellite provisions and forest schools. This also includes educational visits. Educational visits play a significant role in the overall education of our pupils and endeavour to provide the widest possible range of experiences. Our pupils learn things through first-hand experience that they would probably not learn in any other way.

The curriculum at Severndale is broad and balanced and relevant to all of our pupil's needs. It takes from the best of mainstream and special practices to produce a curriculum which helps develop every aspect of our pupils, including:

- working in partnership with parents / carers and other professionals
- having high but realistic expectations
- providing a challenging, differentiated curriculum with clear progression from the early years to post 16 provision
- acknowledging that individual needs may require specific curricular provision at times, but that such provision is carefully planned, recorded and evaluated.

- To ensure access to the curriculum for all pupils is supported by high quality teaching

All staff have a responsibility to continually evaluate the effectiveness of teaching and learning for all pupils.

Pupils with a physical disability are able to access the curriculum safely and in comfort so that learning can be optimised.

The continual professional development of staff supports high quality teaching and learning for all pupils.

Continual self-evaluation and development to promote pupil participation in the curriculum are supported through our School Development Plan.

- To ensure specialist seating for use in the classroom to access learning is appropriate at time of purchase and monitored and reviewed for suitability and need for maintenance

This will be achieved through close liaison with physiotherapists, occupational therapists and where appropriate SALTs.

- To ensure effective and appropriate communication lies at the heart of all work at Severndale

This includes ensuring written information is accessible to pupils, through the use of photographs, objects of reference and symbols as well as Makaton signing. For more information please refer to the Severndale Communication Policy.

See Single Equality Scheme & Action Plan for targets.