

ACCESSIBILITY POLICY



Learning, Developing, Growing Together

**Spinfield School
Terrington Hill
Marlow
Buckinghamshire
SL7 2RE**

**Tel: 01628 473551
Fax: 01628 477652**

Updated:	March 2023
Review date:	April 2026
Signed:	Keith Spence
Position:	Chair
Date:	26/2/2023

Spinfield School Accessibility Policy

1.0 Purpose

- 1.1 This plan exists to ensure that the school is equally accessible to disabled pupils and pupils with special educational needs and that these pupils are not prevented from achieving academically, or getting maximum benefit from their school life, by being disadvantaged through inadequate provision of building structural services, facilities, resources or curricular/extra-curricular organisation.
- 1.2 Disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.
- 1.3 The plan will also consider the requirements of disabled parents/carers, staff and visitors to the school.

The main objectives of this plan are:-

- To increase the extent to which pupils with special educational needs or difficulties can participate in the school curriculum.
- To improve the physical environment of the school to ensure that pupils with any kind of disability or learning difficulty can participate in all school activities.
- To assess the delivery of written information to pupils to ensure that formats are available for pupils with disabilities or learning difficulties.
- To ensure that the school listens to the views expressed by the pupils or parents about their preferred means of communication.

2.0 Responsibilities

2.1 The governing board will ensure that adequate resources are available for meeting the needs of existing disabled pupils/parents/carers/staff as identified as part of accessibility planning.

2.2 Once this has been achieved it will also consider the potential needs of future disabled pupils. However, it is recognised that such requirements may have an associated cost and these requirements will therefore not be implemented until the need to do so actually arises.

2.3 The Headteacher is responsible for ensuring that specialist help is provided to pupils with disabilities or specific learning difficulties in line with the LA guidelines and that LA support services and resources are fully engaged. This could involve working with other local schools to use their specialist resources.

2.4 The Headteacher is responsible for ensuring that accessibility issues are considered during the procurement process.

2.5 The governing board is responsible for ensuring that this plan is monitored and evaluated.

3.0 As a school, we aim to:

3.1 provide access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

3.2 improve access to the physical environment of the school. This covers improvements to the physical environment of the school within the constraints of the buildings and site and physical aids to access education including steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, signs, interior surfaces, floor coverings, room décor and furniture.

Future improvements could include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, well designed room acoustics and way-finding systems. Physical aids to support education will also be reviewed. Such aids might include ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, specialist pens and pencils, sloping desks, booster seats and specialist seating.

3.3 provide appropriate delivery of information to disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events, or by providing the information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Accessibility Plan Audit

This list should help us identify barriers to access that exist in the school. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of our school.

Section 1: How does the school deliver the curriculum?

Question

Do teachers and teaching assistants have the necessary training to teach and support disabled pupils? **Yes**

Are classrooms optimally organised for disabled pupils? **Yes**

Do lessons provide opportunities for all pupils to achieve? **Yes**

Are lessons responsive to pupil diversity? **Yes**

Do lessons involve work to be done by individuals, pairs, groups and the whole class? **Yes**

Are all pupils encouraged to take part in music, drama and physical activities? **Yes**

Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading? **Yes**

Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? **Yes**

Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? **Yes**

Do you provide access to computer technology appropriate for students with disabilities? **Yes**

Are school visits made accessible to all pupils irrespective of attainment or impairment? **Yes**

Are there high expectations of all pupils? **Yes**

Do staff seek to remove all barriers to learning and participation? **Yes**