

The Wren School

Accessibility Policy

Purpose and Background

The Wren School will make reasonable adjustments to ensure that disabled students are not disadvantaged. The removal of barriers to learning and response to diverse needs is central to inclusion.

Policy objectives

Access to all is made available by:

- Adapting the curriculum and teaching methods.
- Adapting the accommodation and equipment.
- Making written information accessible to students and parents.

Management of the policy

School	This policy is implemented and managed by the School Business Manager
Governing body	The Governors' Students and Community Committee will review and update this policy on a regular basis, in line with all relevant legislation.
Approval	Approved by Full Governing Body – November 2018
Next review due	November 2020

Associated policies

SEN/D Policy

Child protection and Safeguarding children

Practice and procedures

Access to the Curriculum

We aim to improve the accessibility to the curriculum for students with disabilities to ensure, as far as is possible:

- a) the emotional health and wellbeing of disabled students;
- b) students with disabilities have support with their learning;
- c) lessons provide opportunities for all students to achieve and barriers to learning have been identified with reasonable adjustments being made;
- d) suitable learning challenges for all students including those with disabilities;
- e) a differentiated curriculum is in place for students with learning difficulties;
- f) disabled students are encouraged to take part in art, music, drama and physical activities;

- g) that teachers differentiate effectively for all students' needs in lessons including extended learning;
- h) effective access to IT equipment for disabled students;
- i) reasonable access on school trips for disabled students;
- j) staff awareness of issues surrounding all disabilities (as included under the definition of a disability in the Equality Act);
- k) the progress of severely disabled students is closely monitored;
- l) that all teaching assistants are effectively trained to support the needs of students with disabilities.

2. Physical accessibility

We aim to improve the physical environment/access to the school both externally and internally for students with disabilities to ensure as far as is possible:

- a) student access to workshops, laboratories and IT facilities;
- b) safe evacuation procedures in the event of an emergency.

3. Accessibility of written information to disabled students and parents

We aim to improve the accessibility of written information and resources to students and parents with disabilities to ensure as far as is possible:

- a) that written information provided to all students is accessible to those with learning disabilities;
- b) that written information presented to groups is user friendly;
- c) that staff are familiar with technology to assist students with disabilities.

Associated documents

Equality Act 2010

Appendices

Appendix 1: 3 Year Accessibility Plan

Appendix 1: 3 year Accessibility Plan – 2018 - 2020

	Action Point	Action / recommendation required	Staff involved	Resources / budget implications	Timescale
1. Access to the Curriculum					
a.	Reasonable access to school trips	Trip leader, assistant headteacher (AHT pastoral) and Lettings and Trips co-ordinator will assess the needs and the risks involved, liaising with parents and medical consultants (if applicable) and Evolve.	AHT pastoral Trips co-ordinator	Uncertain. While trips are intended to be self-financing, financial support from local charities or pupil premium funding can be sought.	As and when the need arises
2. Physical accessibility					
a.	Access to school transport	Transport to school is arranged by the home LA where appropriate. The entire school is wheelchair accessible, including lift provision. Emergency exits are clearly marked. Practice evacuations take place frequently. All staff liaise with SENDCo over any issues regarding disability.	AHT pastoral SBM SENDCo/ Teachers/ Caretaker	No school action necessary Issues dealt with as they arise.	Annual Ongoing review
b.	Student access to classrooms		Teachers/ SENDCo/ SBM	Use of lift (accompanied by staff)	Whenever timetable changes
c.	Safe evacuation procedures	To consider safe evacuation above ground floor accommodation – evacuchairs in place		Full support and assistance from a key member of staff for evacuation and direction to the assembly point.	September 2018 onwards
3. Accessibility of written information to disabled students and parents					
a.	Hearing Impairment	Written communication is provided to all parents. Designated professionals contacts are provided where necessary. Sensory Consortium provides support to students, regularly ensures that devices are in good	Teachers/ Admin/ SENDCo SENDCo	Possible cost implication	As and when the need arises.

b.	Visual Impairment	<p>working order and provides training to all staff. Individual Hearing Loop systems are used where required. Acoustics have been assessed in every classroom and acoustic boards fitted where necessary. Explore: How to assist telephone communication with parents who have severe Hearing Impairment. Work is modified for individual students. Use of technology and aids is supported. Emergency exits are clearly marked. Lift has audio instructions Sensory Consortium provides support to students, regularly ensures that devices are in good working order and provides training to all staff. Lift has audio instructions. Stair edges marked in contrasting colour. Automatic lighting Work is modified for individual students Use of technology and aids is supported.</p>	<p>Site operations manager</p> <p>Teachers and TAs</p> <p>Teachers and TAs</p>		
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Next Review: November 2020