



# Accessibility Policy

Date Reviewed:	May 2020
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## Introduction

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equalities act:

- increasing the extent to which disabled pupils can participate in the school curriculum
  - improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
  - improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled
1. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
  2. Southall School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
    - Improve access to the **physical environment** of the school, making reasonable adjustments and adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
    - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
    - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

## **Accessibility Plan**

1. Southall School is a special school for pupils with Statements of Special Educational Needs designated as having Moderate Learning Difficulties. In consideration of the statement above and the ethos of the school each pupil in the school has a personal learning programme that caters for its needs regardless of whether he/she falls into the official definition of disabled.

The schools' systems are set up to ensure access to every educational opportunity for all pupils regardless of the symptoms of their need.

- In order to enable all of our pupils gain full access to all education, enrichment and enhancement activities we have to date.
  - Modified our curriculum in order to deliver lessons to raise self-esteem, manage anger, catch up on previously missed educational opportunity, drugs and substance misuse education, relevant citizenship.
  - Made building adjustments to allow independent access for students with physical difficulties.
  - Provide school council or form representatives to make comment on the building suitability. The outcomes of these are reported back to the group.
- 1b. The history of the school shows that pupils previously referred to the school with disabilities falling outside those for which the school is designated, have been hearing and visual impairment. Physical disabilities have been limited although we are seeing an increasing amount of pupils falling into this category.

The school responds to these disabilities as they are referred, without additional major resourcing and modification, through personal learning programmes, appropriate modification of text and additional physical skills practices.

The new build part of school has flat entrance and disabled toilets for pupils and staff. The school is situated entirely on ground level.

All of the new part of school can accommodate wheelchair access as could old school with little inexpensive modification.

There is a facility in the school to recharge electric wheelchairs.

1c. To ensure ongoing support and facilities for disabled students we will:

Improve facilities for visually impaired students by clearly marking equipment and access routes with appropriate markings.

Introduce specialist equipment, as required, for individual students in conjunction with the Local Authority and the Access Funding Panel.

#### Outcomes for disabled students

The school currently monitors behavioural analysis, including attendance, exclusions, detentions for whole school gender and CIC. Mechanisms are in place to extend this monitoring to include other sub-groups as they arise.

No child is currently excluded from any extra-curricular activities on the grounds of any current sub-group on roll of the school.