



## **Samuel Ward Academy and Haverhill Community 6<sup>th</sup> Form Accessibility Plan 2022-23**

### **Disability:**

You are considered to be disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

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 student accessibility; for staff - see Equal Opportunities policy.

### **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

### **Access to the curriculum**

- Samuel Ward is unrelentingly committed to providing equality of opportunity for **all** students. In the context of the curriculum this means that opportunities are provided for all, regardless of gender, race, ethnicity, religion, age, disability or sexual orientation.
- The 'Golden Thread' ethos ensures learning is accessible to all. Please see separate Teaching and Learning policy and SEND Information Report for more detailed information.

- All students on the SEND register have a co-produced One Page Profile identifying specific needs based on a range of academic and non-academic data.
- These students also have a designated member of the SEND Team to act as a Key Contact for SEND-related matters.
- At Key Stage 4, some students have access to work experience.
- All KS4 pupils have the opportunity to choose vocational subjects.
- We offer alternative options of study and support through The Prince's Trust programme and Entry Level qualifications.
- At HC6, (post-16) students have a choice of pathways which include a variety of level 2 and level 3 courses.
- Students have access to The Study where SEMH issues present difficulties accessing the curriculum or the school environment.
- Staff receive training, strategies and resources to support full curriculum accessibility for every student.

### **Access to the Environment**

- The school provides easy access for those with physical disabilities, including wheelchair users. Some buildings are entirely ground-level, with the newer building having lift access to first and second floors. Other areas have permanent or portable ramped access to entrances and fire exits. Fire exits are accessible to wheel chair users. There are Evac chairs located on upper floors and a member of staff is a designated Evac chair trainer.
- Each student who requires environmental adaptations has bespoke arrangements put into place, we work with physiotherapists and Occupational Therapists to plan this. E.g. all lessons taking place on the ground floor, LSA support for physical access, practical assistance or personal care, resources purchased specific to individual needs. These accessibility adaptations are ordinarily available to any student at Samuel Ward and HC6.
- The school commissioned an environmental assessment for visually impaired students, staff or visitors. There are now high-visibility strips on internal pillars, high-visibility dots on glass doors and larger windows, and high-visibility strips at the bottom and top of flights of stairs.
- All toilet facilities have wheelchair access and fire doors in internal corridors can be held open.
- There is a fully disabled toilet within a wet room. This large room houses a shower, height adjustable changing bed with rails and a functioning hoist on ceiling tracking.
- A lightweight sports wheelchair to enable participation in some sports is available for use.

- Some classrooms have workspaces and tables at higher or lower heights to allow for permanent and temporary wheelchair users.
- Science classrooms are equipped with height adjustable desks to facilitate physical access to practical components of the curriculum for permanent and temporary wheelchair users.
- In Food Technology, a bespoke workstation is in place. This is fully equipped with a low level sink and hob to support physical access for permanent and temporary wheelchair users.
- In Design Technology, specialist height adjustable machinery is in place.
- The newer building has increased soundproofing between classrooms to support students with ASC.
- Indoor social areas are available for SEN students with social, emotional or hypersensitivity difficulties.

To further improve access the following is being considered:

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. Additional parking for disabled drivers
4. Improved facilities for storing cycles
5. Develop further pupil social areas in school grounds
6. Investigate installations of loops to support those with hearing impairment

### **Access to Information for students and parents**

Our aim is to ensure that every student and parent has access to curriculum information, and target and outcome grades. In order to achieve this target the following is in place:

1. Parents and students can access information on Go4Schools 24 hours a day. This includes homework tasks, behaviour information and progress checks.
2. Students on the SEND register have a One Page Profile, available in both electronic and hard copy.
3. Teaching, pastoral and support staff may be contacted at school. Emails and phone messages will be answered within two working days of receipt.
4. The school website will contain all relevant school information, in an accessible format, and will be kept-up-to-date. The SEND Policy contains links to the Suffolk Local Offer.

This Accessibility Plan was agreed by the  
Governing Body on:

Review date:

September 2023