



SAMUEL WARD

Samuel Ward Academy Accessibility Plan 2020

1. 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 pupil's accessibility, for staff - see Equal Opportunities policy.

2. 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

3. Access to the curriculum

Samuel Ward is 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.

Pupils with significant SEND have a One Page Profile identifying specific needs based on a range of academic and non-academic data.

At Key Stage 4, some pupils are provided with an alternative curriculum by means of apprenticeships and work experience where available. All KS4 pupils have the

opportunity to choose vocational subjects. In addition, we offer an alternative school-based pathway of study and support through The Prince's Trust programme, additional literacy and numeracy and Entry Level qualifications.

At Post 16 students have a choice of pathways which include a variety of level 2 and level 3 courses.

4. 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.
- 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. Other recommendations are acknowledged and will be implemented by the site team as soon as possible.
- All toilet facilities have wheelchair access and fire doors in internal corridors can be held open.
- 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.
- 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

5. Access to Information for pupils and parents

Our aim is to ensure that every pupil 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. For pupils with significant SEND, a One Page Profile based on SEND Code of Practice (2015) is available in electronic or 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.

This Accessibility Plan was agreed by the Governing Body on: Review date:	27 th February 2020 27 th February 2021
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