



Title	Accessibility Policy
Purpose	To comply with the Equality Act 2010 To promote access for education in disabled students
Relevant to	Whole school
Responsible Officer	S Metcalf Deputy Head
Date due for review	September 2021

## Aims

Schools are required under the Equality Act 2010 to have an accessibility policy. The purpose of the policy linked to our Equality Objectives is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

### *Learning for Life*

The development of effective learning is the main priority of Northway School. Our aim is to provide all students with a broad, balanced and differentiated curriculum within a safe, secure and supportive environment that fosters self-esteem and instils a sense of good citizenship, and provides a framework for lifelong learning.

All students at Northway have a learning difficulty or disability, a physical or sensory impairment or disability, or any combination of cognitive, physical, emotional, sensory or health factors that affect their access to learning. The school aims to identify and remove barriers for disabled students in every area of school life. We try to achieve this by

- Setting suitable learning challenges
- Responding to student's diverse needs
- Overcoming potential barriers to learning and assessment

The school aspires for all students to participate fully in all aspects of school life. These include sporting activities, art, music, dance and other creative work and educational visits. Northway has an inclusive ethos and welcomes all children, young people and other visitors to the school regardless of disability, gender, gender identity, religion, belief, race or sexual orientation.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

## **Legislation and Guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DFE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

## **Site Facilities**

Northway is a purpose built special school which was built in 2010, as such it is all on one level, with wide corridors, all areas have inbuilt wheelchair accessible access including the swimming pool.

The two playground areas are accessible to all children with a soft porous surface, no mow grassed areas, a large variety of playground equipment including sensory equipment and a large swing.

There is a sensory garden and each class has a garden area with raised bed provision for children in wheelchairs.

There is a large car park in front of the school to allow all the pupils to safely access transport.

## **Specialist Equipment**

- Well-equipped physiotherapy suite
- Swimming pool with a fixed hoist and a wet changing bed
- 1 hygiene room with disabled toilet, hoist and changing space
- Medical room with changing bed and hoist
- 2 sensory rooms
- 1 soft play room
- 2 minibuses with wheelchair access equipment.

- Specialist ICT equipment to improve access to learning
- Inclusive sports equipment

### **Curriculum Provision**

To ensure that all pupils regardless of their disability can participate fully in the shared activities of the school curriculum.

To provide an environment that targets sensory processing difficulties in young people with SPD or Autistic Spectrum Conditions using sensory integration principles.

To enable specialist staff to ensure the therapeutic curriculum is integrated into daily school life.

### **Staffing**

Continuous Professional Development opportunities are regularly planned for all staff to effectively support students with special educational needs and disabilities, according to their roles and responsibilities. These will include:

- Team Teach
- Sensory impairments
- Communication impairments (e.g. Makaton, SCERTS)
- Specialist IT equipment
- Pedagogy to meet the diverse range of needs and ensure participation and outcomes are very high across the school.
- Specialist medical training including epilepsy, peg feeding etc.
- Training from specialist impairment teams e.g. hearing/sight