

Presdales School



Title	ACCESSIBILITY SCHOOLS POLICY
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Committee Responsible	Student Committee
Trustee Link	Howard Freed
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Enquiries & comments

Any enquiries and comments about this publication may be made to:

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Introduction:

Presdales School welcomes a diversity of students. We aim to offer a truly inclusive learning experience and a broad and balanced curriculum for every one of our students, no matter their needs. We want all students to enjoy coming to school, to feel safe and included and to be able to access appropriate challenge so that they can achieve their full potential.

At Presdales School, we aim to provide as accessible an environment as is reasonably possible, which values and includes all students, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Definition of Disability - A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Contextual Information:

Presdales School is improving accessibility to the school site as and when building schemes and refurbishments are being considered.

Most areas of the school, except for the first and second floor of the Mansion and the top and lower ground floors of the teaching block, are accessible by disabled people or wheelchair users.

The entrances to all buildings have ramp access. There are disabled parking bays in both the main carpark and the sports hall car park and accessible toilets in the science/technology, block, the sports hall and by the gymnasium. There are three wheelchair lifts within the school to improve accessibility to the differing levels in the main areas of the school.

Timetables and room allocations are adjusted, when possible, to improve access to the curriculum and reference should be made to the SEND Policy for further information on how the curriculum is adjusted to meet the needs of individual students.

Current profile of disabled learners:

Currently the school caters for a small number of students who have a physical, hearing or visual impairment need. The school also has students with a broad range of learning difficulties.

Legal position:

The Equality Act 2010: Schedule 10, Paragraph 3 identifies the expectation that all schools write and adhere to an accessibility plan. This plan must aim to increase the extent to which disabled students can participate in the school's curriculum, must work to improve the physical environment to increase the extent to which disabled students are able to take advantage of education and benefits, facilities or services which the schools provide, and to ensure improvement in the delivery to disabled students of information which is readily accessible to students who are not disabled.

Presdales School aims to address these issues within a reasonable timeframe, and to take into account the disabilities of the students attending the school as well as the preferences expressed by these students and their parents and carers. This plan will be regularly reviewed, and it will be revised as and when appropriate. It also takes into consideration the School Admissions Code 2021 (England).

Our school's complaints procedure covers the accessibility plan. The complaints procedure sets out the process for raising any concerns regarding the accessibility plan.

A range of stakeholders' views have been considered in the development of this accessibility plan, including students, parents and carers, staff and trustees of the school.

Our Responsibilities:

As a school, it is our responsibility to ensure:

- Increased access for students with disabilities to the school curriculum through our teaching and learning as well as the wider curriculum including visits and after school clubs and activities.
- Improved access to the physical environment of the school through providing improvements to the building and aids to enable access to learning.
- Appropriate delivery of information to students with disabilities in formats that are easily accessed by them.
- A variety of approaches are used to ensure effective communication with parents.

Curriculum Delivery:

To aid accessibility for all when delivering the curriculum, we will ensure that:

- Teachers and TAs have the necessary training to teach and support students with disabilities.
- Classrooms are optimally organised for students with disabilities.
- Lessons provide opportunities for all students to achieve.
- Lessons are responsive to student diversity.
- All students are encouraged to take part in physical, dramatic and musical activities to develop skills within these areas.
- Staff allow for the additional time required for some students with disabilities to use the equipment needed for practical tasks.
- Alternative access to activities is provided to ensure that the experiences and understanding of students with disabilities are developed.
- School visits are made accessible to all.
- Staff seek to remove all barriers to learning.
- Enlarged text will be used for students with visual impairment

School Environment:

To aid accessibility for all within the school environment we will ensure that:

- The layout of all areas e.g. classrooms, hall, dining hall and outdoor spaces will as far as possible allow access for all students.
- Students in wheelchairs are able to move around the school without experiencing barriers to their access

- Pathways of travel around the school site are appropriate.
- Signs used around the school are appropriate to aid information.
- Areas to which all students have access are well lit.
- The furniture and equipment are selected, adjusted and located appropriately for students with disabilities.
- Students are well cared for, including those with asthma and allergies

Delivery of the Materials:

To aid accessibility for all when providing materials for information and learning we will ensure that:

- Information is presented to groups in a way that is user friendly and takes account of the students' disabilities.
- ICT is used to produce written information in different formats and staff are trained and able to assist people with disabilities using this medium.
- Various clubs and groups are available for all students to attend, with staff taking into consideration the additional needs of the students in attendance.
- 1:1 and small group support can be implemented to target specific needs
- Advisors from local agencies, e.g. the Visual Impairment Team, are invited into school to appraise the physical learning environment and to offer suggestions for improvements which the school endeavors to implement.

Additional information regarding the school's approach to inclusive education can be found in our SEND Policy and the School SEN Information Report, which are available on the school website. The school's SENCo can also be contacted for further clarification and her email address is SENDsupport@presdales.herts.sch.uk