



ACCESSIBILITY POLICY

Senior member of staff responsible:	Mr P J Lowe-Werrell, Head Teacher
Designated member of staff:	Mr G Davies, Assistant Head
Governor Committee:	Curriculum & School Improvement
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Mary Webb School & Science College

Accessibility Policy

Definition of Special Educational Needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice (January 2015) says children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of other students of the same age; or
- b) have a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of Special Educational Provision

“Educational provision which is different from or additional to, that normally available to students of the same age, which is designed to help children with SEND to access the National Curriculum.”

Mary Webb School & Science College has adopted this accessibility policy in line with the school's special educational needs policy with the aim of ensuring that our school is socially and academically inclusive, that all students have access to a full curriculum, and that they are appropriately challenged.

Our SEND information report (local offer) and special educational needs policy outline the provision that our school has in place to support students with special educational needs and disabilities (SEND), and the single equalities policy explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility policy provides an outline of how the school will manage this part of the SEND provision.

Please refer to our local offer and special educational needs policy for an outline of the full provision that our school has in place to support students with SEND.

1. Access to the Curriculum, Information and Associated Services

All students with SEND have full access to the curriculum. This is supported by the school's specialist SEND provision and is in line with the needs of the individual and the wishes of their parents.

Every effort is made to ensure that students with SEND are educated alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the student's parents and liaise with the Head of Personalised Learning to ensure that other flexible arrangements are made.

The school curriculum is regularly reviewed by the Senior Leadership Team (SLT) in conjunction with the Governors' Curriculum and School Improvement Committee. The SENCo, as a member of the SLT, ensures that the curriculum is accessible to students of all abilities, and supports the learning and progress of all students as individuals. The school is committed to developing and increasing curriculum and extra-curriculum opportunities and that they become more inclusive and meet the needs of all students. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable students to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of all students, including sharing progress reports, medical reports and teacher feedback.
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all students including those with SEND.
- enhanced training opportunities for teaching assistants to ensure that they meet the needs of all students.
- making appropriate use of all facilities and space.
- using in-class teaching assistant support effectively to ensure that the curriculum is differentiated where necessary.
- making sure that individual or group interventions are available where it is felt that students would benefit from this provision.
- ensuring that the needs of students with temporary disabilities are understood and managed effectively.
- the provision of additional group teaching outside the classroom will involve the SENCo liaising with the Head of Personalised Learning to provide a rationale and focus on flexible teaching. (Parents will be made aware of any circumstances in which changes have been made.)
- setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.
- liaising with partner primary school to identify students' needs in advance of their admission to secondary school.
- listening to students' views and taking them into account in all aspects of school life.

2 Sensory and Physical Needs

The school liaises closely with the Sensory Inclusion Service to ensure that provision and funding is in place to provide bespoke support for students with sensory impairments. The ground floor of all school buildings is fully accessible by wheelchair users. Additionally, the following adaptations can be applied to meet the sensory and physical needs of individual students as appropriate:

- providing large print material, of a suitable size, for all visually impaired students;
- where appropriate, other methods of providing written material will be sourced;
- the seating position within the classroom of students with impaired vision or hearing will be appropriate to their needs and take into account lighting and acoustic needs;
- adaptations to the physical environment of the school will be accessed as appropriate;
- adaptations to school policies and procedures will be made to enable access;
- access to alternative or augmented forms of communication systems will be sourced as required;
- access to low vision aids will be sourced as required;
- access to specialist equipment or furniture will be sourced as required;
- other appropriate provision will be researched if necessary to support the needs of individual students;
- regular and frequent access to specialist support provided by the Sensory Inclusion Service or other external agencies.

3. Reasonable Adjustments

The school will also make reasonable adjustments for individual students who need extra provision, in addition to that which is already in place. This is to ensure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The Building and Grounds:

- wheelchair access throughout the ground floor of the school, allowing access to curriculum areas;
- audio fire alarms throughout the school, with visual alarms in 'high noise' rooms and areas;
- assistance with guiding visually/hearing impaired students in the event of an evacuation of the school buildings.

Teaching and Learning:

- Conduct a testing programme to identify all students eligible for examination concessions;
- Ensure that all students eligible for examination concessions are provided with the appropriate level of support;
- Research and provide bespoke resources and equipment to support the learning of individual students;

- Timetable appropriate teaching assistant support to meet the needs of specific students;
- Provide readers and scribes for students with visual impairments, as appropriate to their individual needs.

Methods of Communication

- Personal audio systems, laptop computers and visualizers to support identified students;
- Readers for students with visual impairments.

This accessibility policy will be monitored regularly to evaluate its effectiveness and ensure that it covers all areas of accessibility that are needed in the school. The next full review of this policy will be undertaken in September 2021.