

THE STOKE POGES SCHOOL

Accessibility Policy

Governors Committee Responsible for the Policy	Finance, Personnel and Resources Committee
Date Approved	September 2020
Recommended Review Period	Biennial
Date for Review	September 2022
Person Responsible for the Policy	Charlotte Stanhope

Statutory document

Introduction

The Stoke Poges School is committed to reducing and eliminating barriers to learning and assessment, as well as improving the accessibility to an inclusive education, irrespective of a pupil's special educational need or disability.

Within the school we provide a happy and caring environment in which each individual is treated with respect and dignity. We aim to develop a love of learning and encourage all pupils, no matter what their difficulty or disability to achieve his or her potential in all aspects of school life.

Admissions

The school's admission policy provides equality opportunities for all, including those with a disability, as defined in the Equalities Act (2010)

'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 his or her ability to carry out normal day to day activities.'

The School Site

The Stoke Poges School site is DDA and EA compliant. An audit of the condition, suitability and sufficiency of the existing school premises and facilities is undertaken on a regular basis, to ensure accessibility to the school building is maintained and improved. An Accessibility Plan is produced as a result and priorities are included in the School Development Plan. Minor work is carried out immediately, within budgetary constraints.

The design of any extensions or alterations to the existing school building will take full account of the needs of pupils, staff and visitors with physical difficulties and/or sensory impairment. Appropriate specialist advice, including that provided by the LA, will be sought to ensure the design encompasses the physical, psychological and emotional needs of all personnel likely to use the facility. This will include wheelchair access, good levels of natural light, effective acoustics and comfortable heating and ventilation systems.

Resources

The Stoke Poges School will ensure that resources and expertise are used effectively to increase the skills of teachers and support staff in order to meet the diverse needs of disabled pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

Resources and furniture will be purchased when required to allow disabled pupils full access to the curriculum. Alternative ways of experiencing particular activities e.g. PE, will be planned in conjunction with the relevant healthcare professionals and the Bucks Specialist Teaching Service.

The school will make reasonable adjustments to the way information is provided to pupils and disseminated to parents when required or requested.

The school recognises and values parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities.

This policy will contribute to the review and revision of related Stoke Poges School policies and documents, including:

The School Development Plan
SEND and Inclusion Policy + Appendix i
School Equalities and Cohesion Policy

Headteacher		Date	
Chair of Governing Body		Date	