



## Combe Pafford School

### Accessibility Policy

#### Introduction

*“A person suffers 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”*

Combe Pafford School aims to include all pupils in the full life of the school through the implementation of all its policies. We treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Governing Body acknowledges its duties under the Equality Act 2010 not to discriminate against pupils because of their disability. Schools must make “reasonable adjustments” so that disabled pupils can access the full curriculum.

#### Schools and LAs must:

- not treat disabled pupils less favourably; and
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- LAs and school governors have the duty to publish Accessibility Strategies and Plans.

#### This policy covers the three main strands of the planning duty:

- Improving the physical environment
- Participation in the school curriculum
- Information to pupils with disabilities

##### 1. Improving the physical environment

There is a duty to improve the physical environment in order to better meet the needs of disabled pupils and to provide physical aids to support access to education. The Governing Body is committed to ensuring that any new build or re-modelling / renovation takes into account the needs of those with learning, physical and sensory disabilities. Consultants are instructed to this effect when planning any work. Staff working with specific groups of children or those who have particular expertise are consulted at the design stage of any new build or re-modelling / renovations. A range of specialist equipment to support the needs of disabled pupils is routinely available in the school. This includes specialist – specialised equipment for hearing and visually impaired pupils, specialist seating, hoists and other personal care equipment. Equipment to support pupils with visual and/or auditory impairment is available through the specialist teaching services. When setting the

school budget, money is allocated for the purchase of specialist equipment to enable full access to the curriculum.

## **2. Participation in the school curriculum**

Combe Pafford has a duty to ensure that pupils have full access to a broad, balanced and personalised curriculum. This is provided through teaching and learning strategies, school and classroom organisation, the deployment and training of staff, and careful timetabling. Our curriculum is designed to engage and meet the needs of all our pupils. This is achieved through; specially adapted schemes of work, specialist teaching and learning, assessment and accreditation that is well matched a pupil's level, professional development for staff, and careful deployment of staff to meet the individual needs of our pupils.

Some of our pupils are further supported in the school by other professionals such as occupational therapists, educational psychologists, specialist advisory teachers and social care. We will continue to follow the advice of these professionals to ensure that barriers to learning are reduced and pupils are able to reach their full potential.

We have our own school minibuses but also utilise public transport to ensure no pupil misses out on school activities that take place off site. As a school we encourage independence in our pupils and strive to ensure they have full and rewarding experiences.

## **3. Improving the delivery of information to pupils with disabilities.**

Combe Pafford operates a total communication approach. Every effort is made to ensure that all pupils understand what is required of them and can therefore fully access the curriculum. This is done through a variety of ways, for example using widget symbols, sign language, coloured paper, visualisers and magnifiers.

All information issued by the school aims to be user friendly. Newsletters will incorporate photographs. Visual support is used within the school to support the pupils' communication, reading and understanding.

## **Monitoring**

The school recognises that monitoring is essential to ensure that no pupils are being disadvantaged.

As part of our School Improvement Planning, information is collected and analysed in relation to:

- Admissions
- Attainment
- Attendance
- Engagement (monitored through learning walks, observations)
- Exclusions (if any)

Reviewed: 23.01.24

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