

Humberston Cloverfields Academy:



Accessibility Policy

This policy outlines the way that Humberston Cloverfields Academy provides access to education for pupils with a disability. A person has a disability if 'he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.' (Disability Discrimination Act 1995)

This policy has been set out in accordance with advice outlined in the DfES's 'Accessible Schools: Planning to increase access to schools for disabled pupils'.

Accessibility is addressed under the following six headings:

Admissions
Access to Buildings and Classrooms
Curriculum Access
Informal Curriculum
Information for Pupils and Parents
Development Targets

Admissions

The Academy Improvement Committee and staff of Humberston Cloverfields Academy support the Special Educational Needs and Disability Act (2001). Therefore, the school is committed to the principles of inclusion, allowing access to education for all children, where this can reasonably be provided. It is important that the Head of School and Executive Principal are informed of the Special Educational Needs and/or a Record of Needs of any child as soon as possible so that the school can discuss appropriate arrangements. This is no later than the beginning of the term preceding a child's entry to school in the Foundation Stage. Where transfers take place, the school is reliant on effective two-way communication with the child's prior school. All cases are considered sympathetically and on an individual basis.

The admission of a child with Special Educational Needs will be conditional upon:

1. The parents'/carers' full disclosure to the school of the child's disability.
2. Appropriate planning by the school, including requests for additional funding, is dependent on the school having access to all relevant information.
3. The following of procedures set out in any school policies relating to Special Educational Needs.
4. The availability of appropriate facilities within the school. These include both physical facilities and adequate curricular provision.

Access to Buildings and Classrooms External doors to all phases, Foundation Stage, KS1 and KS2, provide access to the school buildings for wheelchairs. The school is all on one level and classrooms on the ground floor are accessible for all pupils via the internal doors. The Foundation Stage building is sloped to allow access to wheelchairs along with a ramp to access both KS1 and KS2 playgrounds.

Evacuation Procedures

If required, the school's evacuation procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents as well as on a whole school level so that all staff are aware of any amendments. They will be highlighted in the Individual Learning Plan for the pupil.

Curriculum Access: Teaching, Learning and Assessment

It is the aim of the school that wherever possible, all children will have access to a broad, balanced curriculum that builds upon their experiences.

Humberston Cloverfields Academy has successfully supported children with a range of disabilities, physical, behavioural and learning of varying degrees. These children have been included in both curricular and extra-curricular activities. Approaches are adapted, when necessary, based on a full assessment of the needs of the individual child.

Access to the curriculum is a key consideration throughout the school- on entry to the school, when crossing Key Stages or when a disability

develops. These instances may be long term or temporary and the school plans support accordingly. Each child in this situation will be involved in the construction of an Individual Learning Plan which is formally reviewed each term but reviewed informally as part of an ongoing process. This plan aims to ensure that each child with a disability works towards targets to develop skills to support their inclusion.

Advice is sought from appropriate professionals beyond the school. Support can be provided in a variety of ways through the school's staged intervention strategy outlined in the policy for Special Educational Needs.

TA support

Input from specialist teachers

Technological enhancement

Adaptation of teaching materials

Specialist support programmes

The school has a network of computers as well as sets of iPads and in KS2 each child has their own Ipad. This provides access to ICT for all pupils in a variety of locations. Effective use of these facilities can support children with mobility difficulties and sight impairment.

In considering the school timetable, the school gives sympathetic consideration to individual needs. The organisation of the classroom is planned for flexibility, considering furniture, resources and seating arrangements in order to facilitate access and learning.

Pupils at Humberston Cloverfields Academy have always been able to participate fully in a wide range of activities offered beyond the classroom, aiming to include children with disabilities wherever possible. These activities include:

Outdoor education

Sports

Music

Clubs and activities

Excursions and trips

The suitability of any event and the need for additional support is discussed fully with parents in advance and if appropriate, risk assessments will be put in place. Humberston Cloverfields assesses the level of risk to each child and their peers when

planning places for pupils with a disability, this is done in conjunction with parents/carers to ensure the safety of all children.

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child 3 times a year and a copy of their Graduated Approach is given to parents/carers each term. The child will also be involved depending on their reliability, and their willingness to participate. Other aspects such as maturity and sensitivity of the issue are considered when deciding on the child's involvement.

Large print forms are readily available. The service of a sign language interpreter can be accessed to facilitate parental interviews.

If the pupils or parents have difficulty accessing information normally provided in writing by the school, such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision.

Responsibility: Mrs Helen Pennell

Policy date: September 2026

To be reviewed: September 2028

**Signed:
Head of School – K.Nicholson**