

# Saxon Wood School



## Accessibility Plan

Date revised: February 2020. Awaiting approval from FGB	
Headteacher: Jakki Alexander	
Signed: (Headteacher)	Signed: (Chair of Governors)
Chair of Governors: Ben Walton	
Date for review: February 2021 (or sooner if required)	

### Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the governing body has had three key duties towards disabled pupils under Part 4 of the DDA. These are:

1. not to treat disabled pupils less favourably for a reason related to their disability
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the governing body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan, outlining priorities for the current academic year.

## **Context**

Saxon Wood is a special school for children with physical and associated learning difficulties. As such we adhere to Disability Discrimination Act of 2010 throughout all our policies and practise to ensure pupil access learning and the school environment.

## **The schools vision and values**

### **Our Purpose:**

- We aim to provide a nurturing and safe environment
- We aim to provide a meaningful curriculum which helps children develop life skills and independence, prioritising functional communication for every child
- We aim to meet the individual needs of every child, through the curriculum and environment
- We provide the provision of highly skilled and trained staff
- We aim to work in partnership with and provide support to all families
- We ensure we have high expectations for every child, celebrating success and achievement for all pupils
- We ensure every child is accepted, viewed as an individual and there is a culture of valuing all
- As a result we have pupils that are happy, have fun, flourish and are enabled to fulfil their potential

### **We are working within a national framework for education inclusion provided by:**

- Inclusive school (DfES 0774/2001)
- SEN and Disability Act 2001
- The SEN revised Code of Practice 2002
- The disability Discrimination Act (amended for school 2001)
- Code of Practice for schools (Disability Rights Commission)
- ISI inspection
- Equalities Act (2010)

## **Curriculum**

We provide a differentiated National Curriculum. We have a policy of including all pupils in every activity that we offer and adaptations to equipment and activities are made to fulfil this aim. Our minibuses are designed to take wheelchairs to ensure no child misses out on school activities that take place off site. As a school we encourage independence in our pupils and strive to ensure that they experience full and rewarding lives.

We provide a sensory curriculum for children with sensory needs and a range of communication strategies for all our children to ensure they can communicate through alternative and augmentative devices including switches, eye gaze and communicators.

A full time NHS Associate Practitioner, a part time Physiotherapist and Occupational Therapist ensure that we meet the health and physical needs of our pupils. We use adapted curriculum materials and tactile approaches for children with visual impairments and both the Teacher Advisory Service for hearing and visual impairment visit regularly to help us ensure pupils can access learning materials and experiences.

Training e.g. moving and handling, and other courses ensure staff are up to date with the issues that create barriers to learning for our pupils.

### **Buildings and grounds**

The building and grounds are designed to ensure children and adults with disabilities can access all areas. Whenever concerns are raised or new projects are undertaken we ensure that planning includes accessibility.

### **School site**

The school is a single storey building and wheelchair accessible throughout.

There are toilets with disabled access.

Interior doors are fitted with magnetic catches or hooks to hold the internal school doors open during school hours. The corridors throughout the school are wide enough for the passage of wheelchairs and walkers.

### **Action Plan**

Objective	Progress	To be completed by
Ensure fencing around sensory garden is rebuilt		March 2020
Monitor algae on footpaths to playground and ensure regular cleaning		On-going
Monitor paving at end of path entering playground to eliminate trip hazards		On-going

Associated policies and plans

This plan should be read in conjunction with other relevant documents including:

Equality of Opportunity Policy

Special Educational Needs Policy

School Evaluation and Development Plans