



ACCESSIBILITY POLICY AND PLAN

Date Proposed	Spring 2017
Reviewed	Autumn 2021
Reviewed	Autumn 2022
Reviewed	Autumn 2023
Next review date due by:	Autumn 2024

Severndale Academy Accessibility Plan

Reviewed: 26.09.23

Introduction

Severndale Academy is a special school catering for pupils aged 2 to 25-years old. We cater for a wide range of needs, including pupils with profound and multiple learning difficulties (PMLD), severe learning difficulties (SLD), moderate learning difficulties (MLD) and complex needs – including pupils with social, communication and interaction difficulties.

All pupils have a statement or an Education Health Care plan (EHCP).

We believe that this Accessibility Plan is compliant with current legislation and requirements specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Local Governing body is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a 3-year period.

Vision and values

By working together, our pupils will enjoy a creative, innovative, exciting and challenging curriculum within a safe environment which will enrich and enhance every child's learning.

We aim to achieve our vision by:

- creating an ethos where everyone values and respects themselves and each other
- creating an inclusive environment which fosters a sense of belonging
- enabling our children and young people to fulfil their potential through high expectations, aspirations and learning
- providing opportunities which meet their individual learning needs
- the promotion of pupil voice where opinions are valued, encouraged and which can influence change

Underpinning these aims are our values:

Severndale Academy is a purely pupil and family-focused school. We recognise that our pupils are unique and have individual needs that are represented in their EHCPs. Our aim is to ensure working to achieve these EHCP outcomes is a priority for the Academy. EHCPs provide the basis for individual pupil planning with a needs-led and communication-focused, high quality curriculum framework.

**“Enabling communication, independence and
enjoyment for life.”**

Severndale Academy is accessible, inclusive and has close links with the community. It is a school where diversity is celebrated, and strong partnerships are built. It provides an environment where pupils are offered every opportunity to maximise their potential, grow in confidence and above all, be happy.

Access and Severndale Academy Policy and Procedures

The Equality Act 2010, which replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. We adhere to the Equality Act throughout all of our policies and practice to ensure that pupils access learning and the school environment across both sites.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Definition of a Disability

The definition of disability under the law is a wide one. A disabled person is someone who has a

- Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

Information gathering

In meeting the duty to collect and publish this information we have looked more closely at the following in order to formulate a meaningful access plan.

Key starting points have been to assess:

- The nature of the school population for whom the school is planning
- The nature of the school, including a consideration of the impact of the school's existing plans and priorities

Pupil information will include a range of data:

- Pupils already in school and moving through it
- The nature of the future intake (advance information from pre-school/primary school etc.)

We have considered by conducting an audit of school's strengths and weaknesses in working with disabled pupils. As part of this audit, we considered:

- The level of staff awareness of Equalities legislation
- The presence of disabled pupils and their participation in the life of the school, for example, patterns of attendance and exclusions, areas of the curriculum to which disabled pupils have access to and the participation of disabled pupils in after school clubs and school visits.
- The impact on disabled pupils of the way the school is organised, for example, school policies and practices around the administration of medicines, time-tabling, anti-bullying policy, school trips and teaching and learning.
- The physical environment of the school
- The curriculum and resources to support learning
- The ways in which information is currently provided for disabled pupils
- Outcomes for disabled pupils including end of key stage results and achievements in extracurricular activities

Access Plan for Severndale Academy (from November 2021 to September 2024)

The Accessibility plan covers three main areas:

- The curriculum
- The physical environment
- Communication with pupils and families

Curriculum	Physical Environment	Communication with Pupils & Families
The curriculum addresses the needs of pupils as individuals in addition to providing access to a broad and balanced curriculum linked to the National Curriculum. At Severndale, we follow the National Curriculum programmes of study wherever appropriate (e.g. in Pathway 3) and we use a creative curriculum linked to six broad areas of learning: My Communication, My Cognition, My World, My Care and Independence, My Physical and My Creativity to meet the varied and individual needs of our pupils. In practice this will mean that most pupils will follow modified programmes of study and may use programmes of study from earlier key stage, such as White Rose Schemes of work and Systematic Synthetic Phonics programme (Read, Write, Inc). For pupils to access the curriculum lessons are highly bespoke and take account of individual learning needs. Priority is placed upon pupil participation, in as independent a way as possible. Adults are clear about the learning outcomes of the lesson and how they can provide opportunities to enhance learning for the whole class and individuals. Good communication is supported by an inclusive	Teaching areas of the school are fully accessible for all pupils, staff and visitors. We have a fully accessible specialist physio room, school nurse's room, food tech rooms, interactive room, soft play, hydrotherapy pool and hygiene rooms. We also have a designated music therapy room. We have three PE halls and a performing arts studio. At our satellite sites (Futures and Mary Webb), pupils at these provisions have access to a range of specialist rooms and resources including, but not restricted to, science labs, music rooms, performing arts studios, a functional café and a variety of workshops. These sites have an ethos of positive integration supporting pupils with age-appropriate interactions and promoting a shared cultural capital. The outdoor environment is also fully accessible in addition to the allocated parking spaces for the parents of disabled pupils or disabled visitors. It is ensured that the space is not used inappropriately or blocked by other vehicles. Access into school from the parking space is level with no obstacles. The provision of disabled parking spaces is in close proximity to the entrance of the building. The outdoor areas of school are	All information issued by school aims to be concise and user-friendly. We communicate with parents and carers and the wider community through weekly newsletters, published on the school website. Class teachers also write a weekly summary in an email, celebrating the teaching, learning and progress of pupils. Parents, carers and wider professionals, are provided with the email address of the class teacher to enable effective communication and information sharing. The senior leadership team are also contactable via the school website. Pupils receive a home-school planner at the start of every year, which updates parents/carers on a daily basis. Planners are adapted depending on the pathway of the pupil. Severndale is working towards a fully inclusive communication approach, through the 'Severndale Way'.

communication approach. We use considered pedagogical approaches to support pupils to encounter and experience statutory elements of the National Curriculum. These approaches will vary across pathways and key stages. Specific staff training to improve access to the curriculum is scheduled across the year. Specialist equipment that will increase access to the curriculum is available depending on the need of the young person. The school foster open lines of communication and collaboration with all stakeholders using a person centred approach to ensure pupils get the right support at the right time. The wishes and voice of pupils is fundamental to our practises and key in any decision making. Preparation for Adulthood takes place at all stages of a pupil's learning journey at Severndale. Developing and embedding skills for their time at Severndale and beyond. Where appropriate, pupils will access accreditation and qualifications that recognise their achievements and support them in transitioning into further education and areas of employment.	numerous and varied. Severndale has five playgrounds for pupils of each key stage. There is also an onsite Forest School site, a horticultural garden, a sensory garden, a seaside garden and a rainforest garden. In addition to this, we also have designated early years playgrounds to support continuous provision. The school is located within a secure campus, with appropriate fencing surrounding the building and playgrounds. Outside furniture is positioned away from the fences to prevent pupils from climbing the fences. Within the school, electromagnetic door locks are operated by designated fobs. By suiting areas of the school pupils are able to learn and function within an identifiably suitable environment within the school building. Specialist equipment is available to support the health, learning and physical needs of pupils, as outlined in their EHCPs. Examples of this are hoists, acheeva beds, side lyers, specialist furniture/auxiliary aids and class work chairs. The school has wide corridors to accommodate work and wheelchairs. In the most part, the school is single story, built with level access in mind to ensure safe and easy transition throughout the building and into outside areas. All pupils and adults can access the administration and finance area on the upper floor via a lift. To reduce the risk of climbing, slanted top radiator covers are installed in classrooms where required. Appropriate storage reduces the risk of	
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	barriers to accessing corridors and learning spaces. One minibus and two cars are designed to take wheelchairs to ensure that all children can take part in off- site activities, we also work with a local bus company who provide a variety of accessible vehicles.	
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Date approved by the Local Governing Body:

Date for policy review: