



SCHOOL ACCESSIBILITY PLAN : September 2018

The Radclyffe School is a fully inclusive school, which aims to provide a learning environment where all students, irrespective of their individual needs and challenges, can be supported to meet their academic potential. We aim to make all reasonable adjustments to support full access for students and staff. We are fully committed to actively promoting equal opportunities for all staff and students.

Aims

In line with the Equality Act 2010 the aims of this policy are to:

- Ensure that all students, including those with a disability as defined within the Equality Act, have access to a full and broad curriculum.
- Ensure that reasonable and suitable adjustments are made to the physical environment to ensure students with a disability are able to fully participate in school life.
- Respond to individual student needs to make suitable adaptations to the physical environment.
- Overcome potential barriers to learning and assessment for students with a physical disability or Special Educational Need. (SEN).

Reasonable Adjustments

The school's duty to make reasonable adjustments is summarised in Equality Act 2010 as:

- Where something a school does places a disabled student at a disadvantage when compared to their peers, the school must take reasonable steps to try to avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled student, when it would be reasonable to, and if such an aid would serve to alleviate any substantial disadvantage that the student faces in comparison to the rest of the cohort.

The Radclyffe School is committed to making reasonable adjustments for students with a physical disability or SEN. These are considered in greater detail below:

Information re: student needs and plan for accessibility, and reasonable adjustments for students with physical disabilities.

- Careful liaison with primary colleagues to ensure that information sharing is in place during the transition between year 6 and 7.
- Specific information, guidelines and advice for optimum learning conditions for individual students shared via Individual Management Plans (IMPs) on the school intranet. Copies are routinely shared with parents, who are invited to regular person centred review meetings.
- Where appropriate, specific advice is provided from colleagues in external agencies such as the Visual Impairment Team or Educational Psychology.
- Subject specialists are invited to refer in to the Learning Support Team via a robust referral scheme within school.



- Changes in recommended provision occurring throughout the year are shared with all staff via the intranet.
- Where a student also has an Education, Health and care Plan (EHCP), the SENCo also attends Annual Review meetings held at primary school.
- Where appropriate, students have access to physical aids such as adapted equipment in specific areas.
- Where appropriate, and after seeking relevant advice from colleague at thru Additional and Complex Needs Service (ACNS), students are equipped with assistive technology such as laptop computers and / or iPads with appropriate apps.
- On transition, students are monitored closely and a person centred review meeting to discuss progress is held by the end of term 1.
- The school building is accessible for all and there are lifts between all floors.
- There is a fully equipped medical suite and individual needs such as hoisting or tube feeding can be catered for; a team of well-trained Personal Care Assistants.
- As appropriate, individual students are given passes to allow them to leave the classroom early or to use the lift.
- All school trips and visits are planned to accommodate any students who have a physical disability, and a named member of staff will accompany and support individuals.
- Transport arrangements are made with the Local Authority and / or parents to ensure easy accessibility to school.
- Where appropriate, a modified curriculum is offered to ensure that students are given opportunities to achieve at the top of their personal abilities, with a range of qualifications which will aid their post-16 progression.

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