



DANESMEAD, FULFORD CROSS, YORK YO10 4PB

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ACCESSIBILITY FOR DISABLED PUPILS (Equality Act 2010 – Schedule 10 requirements)

December 2015

This Policy was approved by the Board of Trustees on _____

This Policy will be reviewed on or before

December 2017

Increasing the Extent to Which Disabled Students Can Participate in the School Curriculum
(Based on the principles of reasonable adjustment)

	Targets	Strategies	Outcome	Goals Achieved
Short Term	<p>Enable staff to increase their knowledge and understanding of needs of disabled students.</p> <p>Consider whether additional personal care and classroom support needed.</p>	<ol style="list-style-type: none"> 1. School SENCO to contact relevant organisations, obtain information and advice and then train appropriate staff 2. Ask representative from relevant organisation to visit school and train staff (if appropriate) <p>Recruitment & train if necessary (and affordable)</p>	<p>Curriculum delivered in an appropriate format for disabled pupil</p> <p>Classroom Assistant hired and trained with appropriate skills</p>	<p>Flexible approach to disabled students.</p> <p>Success of disabled students in achieving learning goals.</p>
Medium Term	<p>Planning and delivery of lessons to accommodate a diversity of needs as part of normal practice.</p> <p>(In accordance with the needs of particular children)</p>	<p>Consideration made at the planning stage as to what additional strategies may need to be employed to meet the needs of students with a diversity of impairments e.g. habitual reading through of printed material/ information left available for reference/ paired & group learning.</p>	<p>Disabled students would be able to access the majority of the curriculum with minimal change to normal practice.</p>	<p>Disabled students are able to smoothly integrate into the learning environment of the classroom</p>
Medium Term	<p>Classrooms to be arranged to provide accessibility and provision for disabled students including relevant physical and technological aids to learning.</p> <p>Assessed - case by case basis</p>	<p>Relevant staff to research and purchase software and hardware to accommodate the needs of disabled students – Dictaphone, computer keyboards, software – speech to text & text to speech.</p>	<p>Disabled students are able to access an equal learning experience.</p>	<p>Disabled students have full accessibility to the broad and balanced curriculum offered.</p>

Improving the Physical Environment of the School to Increase Access to Education by Disabled Students
 (Based on the principles of reasonable adjustment)

	Targets	Strategies	Outcome	Goals Achieved
Short – Medium Term	Enable disabled students and visitors to access relevant areas of the School building.	Take advice from Centre for Accessible Environments on cost-effective and practical measures to improve access. Record all barriers/access problems for disabled students and visitors and consider these in any plans for refurbishment or new buildings..	Improved access of current building Accessibility issues given full consideration in all refurbishment and new build plans	Awareness of issues
Short – Medium Term	Classrooms to be arranged to provide accessibility and provision for disabled students	Practical alterations made to classroom layouts where possible. (incl. child specific furniture)	Disabled students are accommodated and are comfortable within the classroom	Disabled students have full access to the classroom.
Long Term	Provide accessible facilities for future students and visitors	All new buildings on the school site will be fully accessible. Existing buildings – accessible where reasonable	Access to new and existing buildings by disabled students and visitors	Improved access to educational facilities.

Improving the Delivery of Information to Disabled Students
 (Based on the principles of reasonable adjustment)

	Targets	Strategies	Outcome	Goals Achieved
Short Term	Consider availability of written material in alternative formats.	Research sources of alternative formats including costings.	If needed, the School could provide written information on alternative formats.	Delivery of information to disabled students is improved.
Medium Term	Ongoing training given to ensure that staff are up to date with all current and relevant research, recommended practices and available technology.	Staff training. Class teacher and SENCO to keep training up to date and disseminate where necessary	All teaching staff are aware of current recommendations for teaching practices and available technology.	Staff are able to teach a diversity of disabled students with confidence.
Long Term	All student documentation to be available in appropriate formats including Braille, audiotape and large print.	Student documentation to reprinted / recorded.	All student documentation made available in a variety of formats as part of normal practice.	Disabled students are able to access all information in their preferred choice of format upon application.