



# Accessibility Policy

Last Reviewed: September 2021  
Next Review Due: September 2022  
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# Introduction

The London Acorn School seeks to meet the statutory requirements set out in the Equality Act 2010, identifying the criteria by which the school will do so.

The Equality Act of 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The Department for Education's advice on the Equality Act explains that schools must have an Accessibility Plan / Policy with the following aims:

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

The Head Teacher, SENCo and Site Manager, supported by Staff and Governors, hold responsibility for the development and implementation of the Accessibility Policy and the Accessibility Plan. The Accessibility Plan will remain on the agenda for review at one Staff/Governors meeting per term (3 times per year). The Head Teacher, SENCo and Site Manager will review the success of the actions undertaken to ensure accessibility for all students, staff and families and review the implementation of the plan and act upon any changes required within necessary time frames.

## Definition of 'Disability'

Under the Disability Discrimination Act disability is defined as *having difficulty with any normal day-to-day activities caused by an underlying impairment or condition that has lasted a year or more, where the effect of the impairment is more than minor or trivial*. There is recognition that although a disabled person may have received medical or other treatment to reduce the effects of their condition, they may still be disabled.

A disabled person may have difficulty with any of the following:

**Mobility:** getting to or from school, moving about the school and / or going on school visits. There may be difficulty with manual dexterity: holding a pen, pencil or book, using tools in design and technology, playing a musical instrument, throwing and catching a ball. There may be difficulty with physical co-ordination: washing or dressing, taking part in PE and games, lifting and carrying everyday objects, such as a school bag. There may be a difficulty with continence: going to the toilet or controlling the need to go to the toilet.

**Speech:** communicating with others or understanding what others are saying, either orally or in writing.

**Hearing:** hearing what people say, either in person or on a video, DVD, radio or audio recording.

**Eyesight:** the ability to see clearly (with spectacles or contact lenses where necessary), including any visual presentations in the classroom.

**Memory** or ability to concentrate, learn or understand work in school, including reading, writing, number work or understanding information.

**Perception of the risk of physical danger:** the inability to recognise a danger e.g. when jumping from a height, touching hot objects or crossing roads.

## **Increasing the extent to which disabled pupils can participate in the curriculum**

The London Acorn School currently provides for children with a range of learning and medical needs, including speech and communication needs, autistic spectrum disorder and moderate learning difficulties, including children with an EHCP. Please refer to our Special Educational Needs & Disabilities (SEND) Policy.

- All children are encouraged to participate in all aspects of school life: e.g. presenting in assemblies, taking part in concerts and school plays, extra-curricular clubs and residential trips. We use our funding to provide additional staffing, as necessary, to ensure that this is possible.
- Staff training is undertaken to develop expertise e.g. in working with children on the autistic spectrum, undertaking SEND training, providing academic support through interventions, visual timetables, and in administering Epipens or insulin for those with medical needs.

## **Improving the physical environment of the school**

- The school building is dated; however, whenever building works are undertaken, we ensure that we meet legal requirements.
- We make special arrangements for disabled parents or carers to have consultations with teachers in an accessible classroom.
- The front entrance to the school is fully accessible to wheelchair users and there is a disabled adult toilet.
- There is a lift for disabled access to the first floor Hall and Library.

## **Improving the availability of accessible information to disabled pupils**

- The London Acorn School uses a range of specialist resources and strategies across different learning areas e.g. support staff, signs, symbols, visual timetables.
- There is a designated room for providing academic support through interventions.

- Regular staff training ensures that all teaching staff and the SEND support staff are confident and effective in providing for children with a range of disabilities.
- The school allows additional time, as deemed appropriate, for children taking tests and / or provides a staff member as 'scribe'.
- We work closely with parents and carers and a range of outside agencies to ensure that our provision is appropriate and effective. We aim to ensure that information about children's progress is accessible to all children and their parents, by using translators in meetings and by using clear and uncomplicated language in printed information sent out.
- We continue to consult with parents and carers and to seek advice from outside agencies as appropriate, in order to meet the particular needs of children admitted to the school in the future.