



<b>Title:</b>	<b>Accessibility Policy</b>
<b>Policy Coordinator:</b>	<b>Bhavna Patel and Ameet Patel</b>
<b>Nominated Governor:</b>	<b>Mike Baumring</b>
<b>Date Reviewed:</b>	<b>25<sup>th</sup> January 2021</b>
<b>Date Ratified:</b>	<b>25<sup>th</sup> January 2021</b>
<b>Status:</b>	<b>Mandatory</b>
<b>Delegation:</b>	<b>Management Committee</b>
<b>Review Frequency</b>	<b>3 yearly</b>
<b>Policy Review Date</b>	<b>25<sup>th</sup> January 2023</b>

<b>Chair of Management Committee:</b>	<b>Mike Baumring</b>
<b>Head Teacher:</b>	<b>PK Maselino</b>

## Introduction

This Accessibility Policy and Plan has been drawn up in consultation with the Management Committee, pupils, parents and staff of the school. It is compliant with The Special Educational Needs and Disability Regulation, 2014, the Disability Discrimination Act and the Equality Act 2010.

This policy should be read in conjunction with the following policies, strategies and documents of the school:

- Curriculum
- Complaints Policy
- Equal Opportunities and Diversity
- Health & Safety (including off-site safety)
- Behaviour Policy
- Strategic Development Plan
- SEND and Inclusion Report and Policy
- Outdoor Learning Policy
- School Travel Plan
- Premises Management: Security and Procedures

## Principles

The Helix Education Centre (The Helix) is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The Helix currently does not have any pupils, staff or parents with disabilities requiring additional access.

The Helix plans, over time as the school grows, to increase the accessibility of provision for all pupils, staff and visitors to the school. We will take relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the pupils without a disability. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples include handouts, timetables, textbooks and information about the school and school events. The information will be made available in various preferred formats within a reasonable time frame.

## Context

The Centre was redeveloped in 2014 in accordance with DDA regulations and the Access Audit of the School, which is undertaken regularly by the Local Authority. The audit will be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

## **Curriculum**

All curriculum areas can be accessed by every pupil with minimal modifications to practices, timetables or rooms, should the situation change. Inclusion and access will be included as part of our curriculum policy reviews. The terms of reference for all members of the Management Committee will contain an item on "having regard to matters relating to Access".

## **Information**

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. Our Accessibility Plan will be published on the website. The Plan will be monitored through the Finance Committee of the Management Committee.

<b>IMPROVING THE CURRICULUM ACCESS TARGET</b>	<b>STRATEGY</b>	<b>EXPECTED OUTCOME</b>	<b>TIMEFRAME</b>	<b>IMPACT</b>
Training for staff in the identification of and teaching children with ASD, Attachment Disorder and other specific learning difficulties.	Relevant staff attends appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Ongoing	Children with ASD, Attachment Disorder are successfully included in all aspects of school life.
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out of school provision to ensure compliance with legislation on a regular basis.	All activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing	Increase in access to all school activities for all pupils.
Classrooms are optimally organised to promote the participation and independence of all pupil	Review layout of furniture and equipment to support the learning process in individual classes. Use of visual timetables across the school.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	Ongoing Visual timetable already in use.	All pupils have access to the National Curriculum Core subjects.

Training for Awareness Raising of Equality Issues.	Provide training for governors, staff, pupils and parents as needed Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to Access.	Ongoing	Community will benefit from a more inclusive environment.
Ensure all children on SEND list have a provision map in place.	Provision maps for all children reviewed annually and assertive mentoring targets reviewed half termly.	Provision maps and targets are up to date and form a key part of the planning process for all pupils.	Ongoing	Provision maps and targets in place to support the needs of individual children.
Review ESW (TA) deployment as needed to enable pupils to be appropriately supported.	Discuss half termly at Pupil Progress meetings.	Adult support is available during times that individual children may need support.	Review annually	Children have access to support.

## PHYSICAL ACCESS

<p>The Helix Education Centre was newly refurbished in 2014 and physical adjustments have been made to ensure that the building is fully accessible. Further actions to accommodate individual pupil's needs, will be made as and when necessary.</p>	
<p>Approach to entrance</p>	<p>There are no obstacles along the approach to the Helix building from either the main entrance or from the side entrance. There is clear signage by the main school entrance and a ramp for wheelchair access. Primary pupils enter the school via the main doors at 8.30am after which access is through the side entrance. This is controlled by access control and intercom.</p>
<p>Car Parking</p>	<p>There is dedicated parking.</p>
<p>Corridors and Areas for fire evacuation</p>	<p>Corridors on The Helix site comply with the 1200mm minimum width requirements for wheelchair users and other people to pass safely past each other. Floor coverings are suitable, being linoleum. Fire evacuation procedures take into account the needs of pupils or adults with disability.</p>
<p>Disabled toilets</p>	<p>We have a disabled toilet located near the reception area compliant with the DDA.</p>