

8. How we make sure that our school and classrooms are safe, accessible and stimulating

We work hard to make sure that our building and all classrooms are safe, stimulating and accessible.

We promote positive images of disability and difference across the school and promote diversity in assemblies, tutor time and our curriculum. For example, we run ASC awareness sessions where SEN students facilitate sessions for entire form groups. Where there is a specific need, we will invite specialist services to promote inclusive practice.

We have an Accessibility Plan through which we are making improvements to the school environment over time, for example, we are removing minor barriers to movement around the school for our pupils with limited mobility. We ensure those pupils who have limited mobility can access their full timetable even if this means we must move the entire form/ class to ground floor classrooms.

We undertake a regular review of the school site to ensure that the environment – building, playground and classrooms – remains safe and supports effective learning.

Specialist teams, for example Physiotherapists, Occupational Therapists and the Hearing and Visual Impairment Support Service provide guidance, advice and equipment for a student with particular access or support needs. For example, after a consultation with the Visual Impairment Service, we have made sure that all the stairs in the main building have neon, reflective tape to highlight the edge of the stairs making it safer for all our students with Visual Impairments.

We have a range of equipment designed to support the development of students' coordination and motor skills. We run a selection of motor skills interventions including handwriting and touch-typing. Furthermore, where there is need, we will support students with physical disabilities in PE ensuring that they have accessing exercise safely and are fully included in the lessons.

For some students with special educational needs, we provide specialist equipment including digital technology: for example, laptops and access to iPads.

FREQUENTLY ASKED QUESTIONS – ACCESSIBLE SCHOOL AND CLASSROOMS

Q. How accessible is the building for my child who uses a wheel chair?

A. The school site is big and a wheelchair user can access all ground floor areas. However, our site does not have lifts and therefore timetabling needs careful consideration for students and staff in wheelchairs or who struggle with mobility.

Q. My child has a visual impairment- will the school be able to meet her needs?

A. We have improved the “visual environment” - for example, the clarity of signs around the academy to help our students with a visual impairment. We also work closely with the Visual Support Service to make sure that we provide the right kind of specialist resources needed to access the curriculum. In the past year, we have facilitated three different staff training opportunities to ensure that students with visual impairments in our school are fully included and their teachers plan appropriately for their needs.

Q. What specialist resources and equipment are available for my child?

A. We aim to provide a service that meets your child's needs. For example, if your child requires Occupational Therapy or Physiotherapy, we can arrange for the delivery of this support in our school.