

# Goffs School



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## Accessibility Policy

<b>Title</b>	Accessibility Policy
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<b>Author/Title</b>	Liz Allum - Assistant Principal
<b>Committee Responsible</b>	Pastoral
<b>Governor Link</b>	Martin Jackson
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**Any enquiries and comments about this publication may be made to:** Liz Allum, Goffs School  
**Telephone:** 01992 424200 | **e-mail:** admin@goffs.herts.sch.uk  
**Address:** Goffs School, Goffs Lane, Cheshunt, Herts, EN7 5QW

## Introduction

### Visions and Values

Goffs School has high ambitions for all students in our community and aims to ensure that all students have the opportunity to participate in every aspect of 'school life'. The school strives to ensure equal opportunities amongst all staff and students is driven by our shared commitment to inclusion.

### Aims and objectives of the policy

- To ensure all students have full access to the curriculum, school and the school's informal curriculum.
- To ensure that disabled students and staff are not treated less favourably than other students.
- To ensure that the school makes reasonable adjustments for disabled students and staff.

The school is required by the Equality Act 2010 to plan for:

1. **Increasing the access for disabled students for the school curriculum** – Including the curriculum, the wider and informal curriculum such as clubs and activities, leisure and cultural activities and school visits
2. **Improving the access to the physical environment** – including improvements to the physical environment of the school and the physical aids to access education
3. **Improving the delivery of written information to disabled students, parents and staff** – examples include hand-outs, timetables and information about school events (i.e. large font)

### **Accessibility strategy**

We are committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Accessibility is addressed under the following headings:

- Admissions
- Access to the physical site (buildings and classrooms)
- Curriculum access
- The Informal Curriculum (clubs, events, school visits)
- Information for students and parents

## **Admissions**

The Governors and staff of Goffs School adhere to the Special Educational Needs and Disability Act 2001. The Governors and staff are therefore committed to the principal of all local children having equal rights if this can reasonably be provided.

The school needs to consider on a yearly (and termly for in-year admissions) basis:

- The potential intake of students and any physical needs of the student intake and the training needs for the staff.
- Budget and requirements of the needs of the student to be in place prior to the student joining Goffs School.
- Evacuation plans to be put in place to meet the individual needs of an individual.
- Plan to be agreed and shared with staff, student and parents.

## **Access to the Physical Environment**

Where possible the students should have access to all areas of the school site.

**Features of the school:** All blocks have accessibility ramps and doors. Exceptions to this are;

- No lift access for 1<sup>st</sup> floor of the Y Block, this is due to the age of the building

NB: the school is due to be completing a full re-build project by January 2016 and will then comply with all current regulations regarding accessibility.

### **Evacuation Procedure:**

The schools Evacuation Procedure will be adapted to meet the specific needs of an individual. Such procedures will be discussed and planned with the student, parent/carer and will be made known to staff. This documentation will be kept in the main reception and in the students' SEND file. All students who have additional or SEND needs, who find evacuation difficult, will have an evacuation plan in place. Teaching Assistants and key staff will be allocated to specific students/areas of the school to ensure safe and rapid evacuation is possible. Where appropriate a risk assessment will be put in place.

### **Curriculum Access:**

Our aim is that students with disabilities should, as far as possible, have access to a full and broad curriculum in line with that followed by their peers. Students regardless of disability should have access to the full curriculum, differentiated where appropriate to ensure their learning needs are met. It may be appropriate for a student to work 'outside' of the curriculum and that of their peers and they may be dis-applied from some areas of the curriculum. This will be reviewed with guidance from the SENCo and other appropriate agencies involved with working with the student.

Access to the curriculum will be supported through the SENCo developing 'Passports to success' to ensure identified students are supported through appropriate

strategies. These passports are shared with teachers of the students and regularly reviewed. The information is updated and available to all staff from the SENCo. Advice and support will be sought through appropriate external agencies. Support can also be provided in a variety of formats through the schools' graduated intervention strategy in line with the SEND Code of Practice and Policy. The school will also use the varied ICT facilities to provide students with support in a variety of locations. Effective use of these facilities can help overcome difficulties of mobility and sight impairments in particular. Specialist ICT equipment and resources may be available to meet the specific needs of the student and enlarged print hard copies and text books can be purchased where appropriate.

In constructing the school timetable the school will give sympathetic consideration to the individual needs of disabled students. Also furniture, seating arrangements and the classroom used can be altered to facilitate access and learning, but the location of specialist equipment may need to be located in specific areas.

Students who cannot engage in some particular activities will be given alternative experiences. E.g. students who cannot participate in all forms of PE. Staff will provide a variety of opportunities for students with SEND and AEN alternative formats that are not always written that will ensure they are able to achieve appropriate outcomes.

The needs of the student will also be reviewed to ensure the student has access to examinations. Exam concessions and support can be considered. The Exams Officer and SENCo will ensure the appropriate support is sought.

### **Informal curriculum**

Students at Goffs school have always been able to participate fully in a wide range of extra-curricular activities. These include outdoor education, sports, school drama club and productions, music, clubs and activities, excursions and trips. Arrangements for recreational and other aspects of a students' social development will be incorporated into the students' individual plan.

The suitability of any event and the need for additional support can be discussed and reviewed with the student and parents in advance of the event.

### **Information to Students and Parents**

Students and parents are routinely involved in reviewing the provision for the student (this is in line with the SEND Policy). Large print format materials can be made available on request. The services of a language interpreter or sign-language interpreter can also be accessed via the school.

If students or parents have difficulty accessing information provided by the school we are happy to consider and develop alternative forms of provision.

## **Additional Support and Information**

The following policy documents are relevant to the Accessibility Policy:

- Admissions Policy
- Special Educational Needs and Disability Policy
- Equality Act (2001) Policy

Specialist support:

Specialist support will be accessed for students with a variety of disabilities and Goffs School will consult the appropriate service for specific outreach support where appropriate.

- Advisory Team for Autism, Visually Impaired and Hearing Impaired
- Educational Psychology Service
- Rivers ESC
- CHEXs