



**Greys Education Centre**  
An Alternative Provision Academy

# **BILTT Greys Education Centre**

# **ACCESSIBILITY POLICY**

Approved by Governors June 2018  
To be revised: June 2021

JH / Policies

## **Inclusion Statement:**

Greys Education Centre is committed to providing an inclusive school environment in which all members of our community gain confidence, develop their abilities and are supported to achieve their potential. To this end we:

- Value the needs of all our learners
- Remain positive towards pupils, whatever the barriers to their learning.
- Have in place identification, assessment and intervention procedures
- Value partnerships with parents and agencies

## **Overview:**

The Special Needs and Disability Act require that we plan in three main areas:

- Increasing access for pupils with special needs and disabilities to the curriculum, teaching and learning and the wider curriculum.
- Improving access for pupils and other stakeholders with disabilities to the physical environment of the school
- Ensuring effective communications with stakeholders for whom English is not the first language

## **Definition:**

The term disability does not refer exclusively to people with a physical disability and therefore focus entirely on physical access issues. The act defines disability thus,

***“A person has disability if he or she has physical or mental impairment that has a substantial or long adverse effect on his or her ability to carry out normal day to day activities”***

Our accessibility plan must also consider ALL aspects of special educational need; it must also be ‘anticipatory’ in that we must consider current and future pupils.

## **Access to the Curriculum**

If pupils with disabilities are to be meaningfully included, attention needs to be given to designing and maintaining the physical environment.

At Greys Education Centre this area includes:

- Teaching and learning – curriculum differentiation, personalisation, and Individual education plans (IEP's) – efforts in this area must maximise children's access to an appropriate curriculum.
- Classroom Organisation – our rooms need to be safe and facilitate mobility and accessibility (as much as possible as many of our classrooms are smaller than average)
- Timetabling – including movement between lessons and key stages
- Grouping of pupils in tutor groups in a sensitive way
- Access to school facilities
- Activities to supplement the curriculum e.g. alternative providers, experience afternoons, visits
- School Sports
- School polices
- Breaks and lunch times
- Interaction with peers
- Assessment and Exam arrangements
- School rewards and consequences
- Arrangements for working with other agencies – meetings and dialogue should be pursued between school and all stakeholders so that all information is shared and collective responses to need are established, and responsibilities made clear.
- Preparation for transition – whether a pupil is moving between key stages, moving or reintegrating into another school, starting a trial at another school or learning how to travel independently, preparatory work to make such effective will be pursued
- Translation and interpretation resources are available for pupils for whom English is an additional language

Our staff at Greys Education Centre need to be flexible enough to adapt teaching approaches, to enable all pupils to learn effectively in their classrooms. We will endeavour to do the following:

- Have high expectations
- Adapt our language and explanations to suite individuals needs
- Enable all pupils to show interest, knowledge and skills despite difficulties with communication.
- Give guidance to pupils, staff and other agencies.
- Be aware of fatigue – pupils often have to try harder than other pupils
- Watch out for signs of failing confidence and low self- esteem
- Be prepared to challenge negative attitudes in other pupils

### **Accessible Classrooms**

We will endeavour (given the existing physical reality of the school) to facilitate the following:

- Provide enough space within classrooms and areas of circulation for pupils with disabilities to move about
- Some pupils may need to sit near the front, facing the board during lessons or against the light so that the teacher and the rest of the class are easy to see and hear
- Toilet and wash facilities need to be within proximity, accessible and usable. Bromham site have access to a disabled toilet. A disabled toilet is needed at out Kempston site.
- Provide wherever possible an area for pupils who find it difficult to concentrate for any length of time (My Space, Safe Space, Time Out)
- Copying from the board can be a problem and may need to be avoided. The use of different coloured pens or number lines may be beneficial to some pupils.
- Where available different coloured paper and coloured overlays can be provided for specific pupils with disabilities as advised by health care professionals.
- ICT support should be invaluable in providing access to the curriculum
- Equipment should be clearly labelled with neatly arranged resources which can be found easily.

## **Access to the Physical Environment**

We will endeavour (given the existing physical reality of the school) to facilitate the following:

- Easy access into all Key stages (Ramps in huts etc.),
- Transport into school via appropriate methods (taxi, taxi with wheelchair access if necessary, mini bus)
- Easy access around all premises.