



## POYNTON HIGH SCHOOL DISABILITY & ACCESSIBILITY POLICY

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The Governing Body of Poynton High School and Performing Arts College approved this policy on Tuesday 22<sup>nd</sup> October 2015.

**This policy has been reviewed with due regard to the governing body's statutory requirements under the Equality Act 2010.**

### **The purpose and direction of the school's policy: vision and values**

The school's ambition for its disabled staff and students is that they have equality of opportunity to experience the full life of the school including access to briefings, meetings, the full curriculum, extra curricular activities and participation in social events.

We are committed to meeting the key requirements of the National Inclusion Statement

All teachers are aware of the need to focus on removal of barriers in every area of the life of the school including adapting curricular materials to particular students' needs. All staff have been asked to consider access issues when arranging meetings/INSET following representation from Professional Association representatives.

Parents are asked about accessibility issues when attending the Year 6 information evening and sometimes earlier if the opportunity arises.

The School is committed to ensuring equal opportunities are available to students, staff, parents and other stakeholders.

Our 3 key duties in DDA are:

- Increasing the extent to which disabled students can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- Improving the delivery to disabled students of information which is provided in writing to students who are not disabled

In order to develop the plan the school will:

- annually seek to consult all relevant parties including present and future students and parents, users of the building, staff and Governors, Professional Association meetings, Parents' meetings and the PTA.

The plan will be made available through the web site and on request from the school office.

### **Priorities**

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

The school is not aware of any significant issues relating to students accessing the school curriculum at present; the Learning Support department provides excellent support and the 3 over 2 arrangement in English in the lower school ensures targeted support is widely available. We have 5 Welfare Leaders and the provision of the Inclusion Room which is used for a variety of purposes including provision for students on crutches continues to develop and is a valuable resource.

#### **Improving the physical environment to increase the extent to which disabled students can take advantage of education and associated services:**

The school continues to have access issues at the heart of improving the physical environment. Floor coverings and lighting issues have also been addressed. The Reception area now has electronic doors to assist visitors. The Performing Arts space has also improved access to the school gym. We have lifts in the Reception and also near the Hall providing access to all ground floors within the school.

The Sixth Form Centre also has a lift installed and was designed with accessibility in mind.

#### **Improving the delivery to disabled pupils of information that is provided in writing for students who are not disabled:**

The Learning Support department has a Team of highly experienced LSAs who are able to provide appropriate resources for students with particular needs. The LA is also able to provide advice and resources on request.

**Under other legislation** e.g. SEN and other parts of the DDA. The SLT will liaise to ensure compliance.

### **REVIEW**

Date of Policy:

October 2015

Review date:

The Policy will be reviewed in 3 years unless operating experience and/or changes in legislation require an earlier review.