

ACCESSIBILITY PLAN 2017-19

Legal Status:

- Special Educational Needs and Disability Act (SENDA)
- Equality Act (2010) and The Public Sector Equality Duty (2011)

The Pointer School Strategy:

The Pointer School strategy is to address and comply with the requirements of the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act (SENDA), as amended.

Availability:

This policy is made available to parents, staff on request from the School Office

The Pointer School has drawn up a three-year plan for compliance with Schedule 10 of the Equality Act 2010 for both sites i.e. Stratheden Road and Shooter Hill Road, to show how it will progressively meet the demands of the Disability Discrimination Act. A pre-requisite to drawing up the Accessibility Plan has been the completion of space audits at both venues.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Pointer School is committed to continuing to adjusting reasonably to allow disabled pupils to access educational provision at our school. The Pointer School (on both sites) is a Christian school. We have an established reputation as an inclusive school, and are determined to develop our skills and knowledge in specific learning difficulties. The current ability range of the children is on a continuum from those with moderate learning difficulties through to gifted and talented.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headmaster.
- The Proprietor, who is also the Headmaster, undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: 

Date: September 2017

Mr R.J.S. Higgins, Headmaster

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The Special Needs and Disability Act 2001 refers to disabled students in a wide sense, including those with special educational needs and those with learning difficulties and disabilities. The Act obliges us not to treat disabled students less favourably and to take reasonable steps to avoid putting disabled students at a substantial disadvantage in matters of admission and education. The three-year plan supplements our disability policy and is in three sections, covering the following areas:

- (a) The extent to which disabled students (including those with learning difficulties) can participate in the whole curriculum;
- (b) Making written information accessible in a range of different ways for disabled children, where it is provided in writing for students who are not disabled;
- (c) Proposed developments in physical access to education and associated services.

TASK OR ISSUE	ACTION	LEAD	TIMEFRAME
Review departmental methods of assessment and learning support provision.	Key Stage leaders to review assessment methods with Director of Studies as the school introduces new external assessments.	KS Leaders and DoS	Autumn Term 2017
Currently no access to the basement and top two floors for those with severe mobility impairment.	Consider possibility of installing a stair lift to provide access to the top floors for children with disabilities	H&S officer	Spring Term 2017
There is currently no WC provision for those with disabilities.	If it proves possible to provide access to top and basement floors for those with disabilities, investigate possibility of adapting a WC for use by those in wheelchairs, including an emergency call system	H&S officer	Spring Term 2019
EYFS – communication and interaction	For EY staff to attend current courses run by borough to help with changes to the curriculum and current practice To increase the opportunities for talking for a purpose through indoor and outdoor learning	Head EY Co-ord	Autumn 2019
EYFS - cognition and learning	EY teachers to meet with parents to discuss any issues related to their child. Teachers to provide star charts with specific targets to allow the child to understand how to achieve	Head EY Co-ord	Autumn 2019
EYFS – social and emotional health	EY to use social stories and role play to help children understand how to interact and respond to their peers To provide circle time and allow children opportunities to discuss issues	Head EY Co-ord	Autumn 2017
Toilets can cause sensory overload for children with ASD	Consider replacing hand-driers with less stimulating methods of drying hands- if necessary just switch off hand driers!	Head	Spring 2017
Review provision for children with disabilities on all residential	The Principal to keep up to date with current regulations and to check website 'learning outside the classroom / OEAP';	Head	Summer 2017

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visits and day trips.	information on specific children including nut allergy sufferers, asthmatics and diabetes to be disseminated by senior first aider to trip organizers and leaders.		
Visual impairments- access to the curriculum	Children sat closer to the front of the classroom. Verbal instructions reiterated.	SENCO, Class Teacher	Ongoing
Hearing impairments-access to the curriculum	Children sat close to the person giving instructions. Minimise external noise where possible. Written instructions also provided where possible.	SENCO, Class Teacher	Ongoing
Autism spectrum- access to the curriculum	Visual timetables on display in classroom, Quiet Room available as a break out space to reduce sensory overload, quiet areas available in classrooms, TA support. Look into how to better use the Quiet room for children with special education needs.	SENCO, Class Teacher	Spring 2017
Dyslexia- access to the curriculum	Dyslexia screener provided in-school. TA support for students up to Year 4. Differentiated curriculum to allow greater access. Targeted TSA support for literacy and numeracy for children with dyslexia. Look into teacher training specific to strategies for Dyslexic children.	SENCO, Class Teacher	Autumn 2018
Language and other processing disorders- access to the curriculum	Differentiated curriculum catering for individual student needs. TA in-class support for Years R-4. TSA targeted support. Look into assessing children in Reception/Year 1 for Phonological Awareness issues for early identification.	SENCO, Class Teacher	Autumn 2017
Other learning needs preventing access to the curriculum	Differentiated curriculum catering for individual student needs, TA support up to Year 4, Targeted TSA support. Look into forming groups of students with similar learning targets to make better use of TSA time.	SENCO, Class Teacher	Autumn 2017