



Accessibility Policy

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| Approved By | A Pincher |

General Statement

The Regis Academy recognises that pupils with mental and physical disabilities also require access to education within a school environment and that we have a duty to provide reasonable adjustments for disabled pupils.

These duties apply to disabled pupils, as defined in the Equality Act 2010.

The Act says that a pupil has a disability if they have physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

The definition can include a wide variety of impairments, including hidden impairments such as:

- Dyslexia
- Autism
- Speech and language impairments
- Attention Deficit Hyperactivity Disorder
- People diagnosed with cancer
- HIV infection
- Multiple Sclerosis

An impairment does not itself mean that a pupil is disabled. It is effect on the person's ability to carry out normal day-to-day activities that has to be considered.

An impairment can effect:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

A pupil's ability to memorise, concentrate, learn, speak, move, make and maintain positive relationships, is central to their education. An impairment that has a long term and substantial effect on a child's ability to do these things that may amount to a disability.

Aims

The Regis Academy aims to improve access to the curriculum and improve physical environment to ensure that it is suitable for pupils with disabilities where practically possible.

Process

The Regis Academy aims to achieve this by working with schools, parents/ carers and other agencies continuously to provide access for pupils with specific impairments or disabilities by:

Pupils with physical disabilities

- Ensuring that circulation routes are suitable for disabled pupils
- Providing sufficient accessible toilet and changing provision
- Ensuring there is adequate access to specialist areas i.e. sports hall
- Access to the general classroom is sufficient to timetable the curriculum. Taking into consideration the management of space and adapting it accordingly to meet the needs of different teaching groups where necessary.
- Ensure adequate accessibility to recreation areas, sports areas and social areas
- Ensure inclusion when organising educational visit and trips.

Pupils with hearing impairments

- If a pupil is referred with a diagnosed hearing impairment, assessments will be carried out of the teaching rooms to ensure they are acoustically suitable.
- Adaptations would be put in place to improve the acoustics of classroom etc. where reasonably practical.
- Where resources permit, physical adaptations will be made to provide a quiet room for individual support work for those with significant hearing impairments.
- Lead staff will plan ahead to ensure resources used to support the lessons are suitable and written transcripts are provided where necessary.

Pupils with visual impairments

- If a pupil is referred with a diagnosed visual impairment, assessments will be carried out of the teaching rooms to ensure they are suitable.
- Adaptations would be put in place such as painting yellow lines to highlight trip hazards, addition of handrails, trails and braille signage.
- Ensuring windows are adapted to prevent them opening dangerously.
- Lead staff will plan ahead to ensure that hand-outs are provided in larger font sizes, tasks are also given verbally and seating is arranged so that the pupil is closer to the board

Pupils with communication and interaction needs

- If a pupil is referred with communication and interaction needs and individual assessment would be carried out
- Adaptations would vary and would be put in place depending on individual needs.
- A quiet, calm area would be provided for pupils to go to help reduce anxiety and stress (this is not always possible for all lessons, but a quiet place could be made available as needed). This area would also be used for pupils who are withdrawn, isolated, disruptive, or disturbing others to go to calm down.

- Environmental adaptations can be implemented to include provision of an accessible, alternative teaching and learning space within Impact to which pupils can be withdrawn should the classroom environment become overwhelming or present sensory challenges.
- Lead Staff will plan ahead to ensure that all information is presented in a coherent visual format.
- Ongoing support from all staff and using support staff for additional needs.