



Alexandra School

Alexandra School
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ACCESSIBILITY POLICY

<p>Approved</p>	
Chair of Governors	Head Teacher
Date:	Date:

ACCESSIBILITY POLICY

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ETHOS

Alexandra School is a multicultural primary school for children between 3-9 years, rising to 11 years old by 2019, and is proud to offer a wholly inclusive education to pupils with a wide range of special educational needs and disabilities. The school has an ESTA (Enhanced Specialist Teaching Arrangement) which supports a number of pupils with moderate and or/complex learning needs and is accessible to children with physical difficulties, enabling such pupils to be fully included in our mainstream school.

All staff and pupils are inspired to support a positive approach to diversity and celebrate difference, with a vision of promoting equality and opportunity for all, and respect of others.

Together we nurture the genius in everyone

REQUIREMENTS

The school maintains an Accessibility Plan (next page) which shows how access is provided for disabled pupils, staff and visitors to the school and considers any reasonable adjustments to be made. This plan is prepared taking into consideration the requirements of The Equality Act 2010 (Schedule 10).

School Governors ensure the implementation and review of the Accessibility Plan.

The Accessibility Plan considers:

- **access to the curriculum**, including participation in after-school clubs and school trips;
- **access to the physical environment** of the school;
- **delivery of written and electronic information** to pupils, staff, parents and visitors with disabilities.

Approved
November 2017

ACCESSIBILITY POLICY

ACCESSIBILITY PLAN

A ACCESS TO THE CURRICULUM

- The Inclusion Manager's job is to support the class teacher in planning for children with SEND.
- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that all children's needs are met.
- Specially trained support staff can adapt the teachers' planning to support the needs of a specific child where necessary.
- Specific resources and strategies are used to support children individually and in groups.
- Planning and teaching is adapted on a daily basis, if needed, to meet a specific child's learning requirements.
- All trips and activities offered to pupils at Alexandra School are available to pupils with SEND. For some pupils, reasonable adjustments may need to be made. This is always done in partnership with families and carers.
- After school provision and extra-curricular activities are accessible to all children including those with SEND and, where necessary, funding is requested and an additional member of staff is appointed.
- The school has regular and specific training for all staff to improve the teaching and learning of children including those with SEND. This includes regular whole school training on SEND issues such as ASD, ADHD, Social Emotional and Mental Health difficulties, Down's syndrome and speech and language difficulties.

B ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL

- The building is entirely accessible to children with physical disabilities.
- Each set of 3 classrooms in the Early Years and Key Stage 1 part of the building has 1 disabled toilet facility.
- There is a medical room with a changing table and a hoist for children with disabilities. Members of staff in the ESTA have all been trained in the use of this facility.
- There are two additional disabled toilet facilities, one on the first floor of the Key Stage 2 building, and one in the adult only administration and resources zone.
- There is a lift to enable people with physical disability to move between the ground and first floor.
- In the Key Stage 2 building there are specialised panels which improve the acoustics for children who are hearing impaired. In the spaces which have hard flooring (i.e. all 6 classrooms, the technology room and the group room) there are specialised panels on the walls and in the ceiling around the light fittings. In the central spaces which are carpeted there are acoustic enhancing panels only in the ceilings.
- The playground is accessible to children with physical disabilities and, wherever possible, adaptations are made to improve access and to improve play opportunities for children with disability.
- We ensure that equipment used is accessible to all children regardless of their needs. In addition, we have specialist equipment to aid gross and fine motor development including three specialist trikes.

ACCESSIBILITY POLICY

- Access requirements have been an important consideration of our recent building development.
- Several members of staff have received manual handling training.

C DELIVERY OF INFORMATION

- All information issued by the school aims to be user friendly. Interpreters are booked for Annual Reviews where necessary and for other major meetings. Symbols are used to support the pupils' reading.
- The class teacher, Inclusion Manager and ESTA Manager are regularly available to discuss SEND children's progress or any concerns parents may have and to share information about what is working well at home and school so similar strategies can be used.
- All information from outside professionals will be discussed with parents directly and, if appropriate, a report will be written.
- A home/school contact book may be used to support communication with parents if this is useful for parents and/or child.

D FUTURE ACTIONS

- Ongoing manual handling training for school staff.
- Specialist training as required.