

## **APPENDIX A - Curriculum Access**

Where it is reasonable to do so:

- teachers and teaching assistants will have the necessary training to teach and support pupils with a variety of disabilities
- all members of staff will seek to remove any barriers to learning and participation
- all staff are to recognise and allow for the mental effort expended by pupils using lip reading or slow writing speeds
- all staff are to recognise and allow for the additional time required by some pupils using equipment in practical work
- lessons will be responsive to pupil diversity
- disabled pupils who cannot engage in some activities will be given alternative experiences
- all pupils will be encouraged to take part in drama, music and physical activities
- access to computer technology is appropriate for students with disabilities
- classrooms are optimally organised for disabled pupils
- school visits, including visits abroad, are available to all pupils, in so far as this is reasonably possible. Factors to be considered include (but not limited to) travel, accommodation, temperature, health, allergies and environmental conditions.

## **APPENDIX B - Physical Access**

The following items will be investigated and considered by the school over a period of time as/when it becomes appropriated.

All disabled pupils, staff, parents/carers to have free access to all areas of the school without experiencing barriers such as those caused by doorways, steps and stairways.

- I. Entry / Exit to / from School
  - Review the number of designated disabled car parking spaces
  - Install concrete ramps next to any steps to improve pedestrian and wheelchair access
  - Purchase portable ramps for use in emergencies/school trips
  - Ensure all steps have chevron lines to highlight the individual steps
  - Install handrails on steps
- II. Signage / Décor
  - Install signage within the car parking areas using pictorial signs and other appropriate signage for people who are visually impaired
  - Provide clear signage throughout the school using pictorial and other appropriate signage to assist people who are visually impaired to ensure the details are not confusing or disorientating for pupils with visual impairment, autism or epilepsy
- III. Emergency and Evacuation Systems

- To be upgraded to inform all pupils, staff, school visitors.
- Alarms to have visual and auditory components.

#### IV. Non-Visual Guides

- Non-visual guides, eg tactile buttons in lifts, to be installed.

#### V. Lifts

- All current lifts to be reviewed for wheelchair access.
- Access lifts to be installed in any new buildings.

#### VI. Lighting

- Provide adequate lighting in all areas of the school, particularly in respect of fire exit lights and signage
- All light switches to be appropriately coloured to aid people who are visually impaired

#### VII. Toilets

- Review the number of accessible toilets.
- Toilet facilities within the care unit to accommodate a hoist and changing beds as necessary

#### VIII. Washing

- Availability of low-level washing facilities for people using wheelchairs.

#### IX. Showers

- Showers are available and accessible to all.

#### X. Reduction in Background Noise

- Consideration of room's acoustics, noisy equipment.

#### XI. Furniture & Equipment

- Selected, adjusted and located appropriately eg provision of height adjustable tables

### **APPENDIX C - Access to Information**

Where it is reasonable to do so

- the school is to provide information in plain language, symbols, large print, on audiotape/digitally or in Braille for pupils and prospective pupils, parents / carers who have difficulty with standard forms of print
- the school will ensure that both in lessons and at meetings for parents, information can be presented in a user friendly way for people with disabilities, eg reading aloud, overhead projectors and descriptive diagrams