

Accessibility Strategy 2014

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1. Statement of Intent

1.1 This statement sets out the ways in which Devon Studio School provides ‘access’ to education for students with a disability. A person has a disability if “he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

1.2. This strategy has been produced in accordance with advice set out by the DfE.

2. Accessibility

2.1. Accessibility is addressed under the following areas:

2.2. Admissions

2.2.1. The following statement is an extract from the School’s Equal Opportunities Policy (2013):

In accordance with the School’s Admissions Policy, students are admitted irrespective of their gender, race, creed, disability or special educational needs providing their needs can be met without unduly prejudicing the education and welfare of other students.

The admission of a child with Additional Support Needs to the School will be conditional upon the school being able to meet the educational needs of the child from within our existing resources and without incurring unreasonable public expenditure.

2.3. Access to Buildings and Classrooms

2.3.1. The building offers level access for wheelchair and ambulant disabled persons (ramp and steps at entrance) from car park and public transport network. Internally clear way-finding and level access throughout provide ease of movement, with 8 person lift access provided between ground and first floor. Each floor is served with accessible WC’s.

2.3.2. Buildings are designed to the following regulations and guidelines:

- BS8300 ‘The Design of Buildings and their approaches to meet the needs of Disabled People – Code of Practice
- Disability Discrimination Act 1995
- Disability Discrimination Act 1995
- Building Regulations Part M 2004



3. Evacuation Procedures

- 3.1.** The school's evacuation procedures are adapted to meet the specific needs of individuals. Such procedures are discussed with the student and parent and are set out in the Additional Support Plan for the student.

4. Curriculum Access: Teaching, Learning and Assessment

- 4.1.** Our aim is that the students with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.
- 4.2.** As a single institution Devon Studio School cannot replicate the range of support and resources that a local authority can provide. However, the School has successfully supported students with a range of disabilities – hearing and sight impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs.
- 4.3.** Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops.
- 4.4.** Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy;
- Additional support from school staff
 - Additional support from specialist (external) teachers
 - Technological enhancements – induction loops, ICT
 - Adaptation of teaching materials.
- 4.5.** The School's ICT network provides access to students in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.
- 4.6.** In constructing the school timetable, the school gives sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.
- 4.7.** In conjunction with the SEN department, Secondary departments will assess a student's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with national qualifications. Such support will be provided within the terms of the established policies of the JCQ.



- 4.8.** The school's policy on Effective Learning and Teaching incorporates advice for teachers on supporting disabled students. The school has an ongoing programme of staff development related to meeting the needs of different learners. Specific training on the needs of students with hearing or sight impairment and those with specific learning difficulties is carried out as required.

5. Informal Curriculum

- 5.1.** Students at Devon Studio School have always been able to participate fully in the wide range of activities offered Beyond the Classroom consistent with the limitations imposed by any disability.

- 5.2.** This has included:

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

The suitability of any event and the need for additional support is discussed fully with parents in advance.

6. Information for Students and Parents

- 6.1.** Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.
- 6.2.** A wide range of information is available on the school's web site. This permits the use of text enhancement and text reading software in the home or the use of support services at other locations.
- 6.3.** Large print format materials are readily available. The services of a sign language interpreter can be accessed to facilitate parental interviews.
- 6.4.** If either students or parents have difficulty accessing information normally provided in writing by the school such as hand-outs, newsletters, homework etc., then the school will be happy to consider alternative forms of provision.



7. Access Statement

7.1. As of 2014/2015 academic year, Devon Studio School will move into permanent accommodation which has been designed to be accessible throughout. In light of this the school will:

- Inform all staff that our policy for the provision of educational service ensures the inclusion of disabled students. Such communications will address the legal obligation of staff and the school
- Provide appropriate disability awareness training for staff which will explain the school policy towards disabled students and the effective implementation and monitoring of it
- Address acts of disability discrimination via existing conduct codes where appropriate
- Encourage suppliers and contractors to adopt similar policies towards disabled students

In order to ensure that the educational service it provides effectively meets the needs of disabled students the school will:

- Consult with disabled pupils, parents, staff and disability organisations
- Plan to make access improvements to enable disabled people to use educational services
- Effectively communicate our intentions regard to these improvements to both pupils and staff
- Regularly review whether its education services (and other) are accessible and effective, and take appropriate action
- Monitor the implementation and the effectiveness of this policy on a regular basis
- Operate an accessible complaints procedure whereby disabled people can make improvement suggestions and request assistance.

