



**The Levels Academy Trust**

**Raising Aspirations, Realising Potential TOGETHER**

## **Accessibility Policy**

**Date adopted:** \_\_\_\_\_ 9th May 2019 \_\_\_\_\_

**Signature:** \_\_\_\_\_ A Jackson \_\_\_\_\_

**Review date:** \_\_\_\_\_ 8th May 2022 \_\_\_\_\_

The Levels Academy comprises four schools, namely:

Hambridge Primary School (including Little Levels Pre-School)

Huish Episcopi Primary School

Middlezoy Primary School

Othery Village School (including Hatchlings Pre-School)

This policy has been reviewed to cover each of the above schools.

## **The culture and ethos of The Levels Academy**

The Levels Academy aims to provide an environment in which people are valued and respected as individuals, regardless of ethnic origin, gender, ability or disability. Through meeting and mixing with a wide range of abilities and needs, students learn to accept and see beyond individual differences and to value what each person has to offer.

## **Physical environment**

Our sites are accessible to wheelchairs. The majority of classrooms and dining halls allow wheelchair access, and should it be necessary, adjustments to the school timetable will be made. All rooms are equipped with appropriate lighting and telephone.

There is difficulty at Huish Episcopi Primary School to access the lower school building from the higher school buildings. However, wheelchair access is feasible with special arrangements put into place

## **Teaching and learning practices**

Individual education plans (IEPs) are drawn up in accordance with SEN policy, which detail arrangements for individual students according to need, e.g. seating position, colour of whiteboard marker, enlargement of texts, style of delivery, translators at key meetings for those parents and carers whose home language is other than English.

Personal Education Plans (PEPs) are drawn up in accordance with DfE'S guidance on access to education for children and young people with medical needs, for young people with a long term or recurring medical condition, which detail the condition, the medical professionals involved, information about the condition, special arrangements etc. for the young person.

Information on specific disabilities is disseminated to teaching staff to ensure and reinforce understanding of particular conditions and their effects. Extra time is provided where appropriate for completion of work. Teaching staff are reminded of less obvious effects of disabilities.

It is sometimes useful, with the student's agreement, for the disability to be discussed with the class (in a whole class setting or with groups or selected individuals), so that they understand the implications. For example, peers of hearing impaired students need to know the effect of extraneous noise on amplification systems, peers of autistic students may need to understand the reasons for some of their actions.

The SENCO and/or Headteacher are responsible for making special access arrangements for students sitting examinations. The SENCO makes applications for special exam arrangements and makes and supervises these (often complex) arrangements, for which personal knowledge and understanding of the student's special needs is essential, as well as detailed

knowledge and understanding of the various modifications to papers and provision for special needs by the different exam boards. A designated teacher works closely with the higher education careers adviser and with students making the transition to higher education.

### **Staff training**

This Accessibility Plan is approved by the Board of Directors/Trustees, who take overall responsibility for its implementation.

It is the responsibility of the Headteachers to provide information and training for staff on the provisions of SEN and Disability Act (2001) and its implications.

Meetings involving staff involved with particular students take place on a regular basis, both formal and informal.

Information and advice relating to particular disabilities (eg autism/Asperger's, physical disabilities, visual and hearing impairment, ADHD and dyslexia) is circulated as appropriate with ILPs and at other times as needed.

Successful inclusion is dependent on the knowledge, skills and understanding of teachers, so information and guidance needs to be consistently reinforced and updated through an on-going process of training, information sharing, guidance on ILPs etc.

### **Non physical barriers to inclusion**

Non-physical barriers mainly affect students with an invisible disability, very commonly those on medication for various conditions. Young people suffering from depression, schizophrenia, tourettes syndrome and ADHD (attention deficit/hyperactivity disorder) are commonly prescribed medication, some of which has an extremely debilitating effect. Antipsychotic drugs (the prescription of which is not confined to those with psychotic disorders) commonly result in extreme lethargy, weight gain and difficulties with concentration and organisation. Students taking medication and students with particular conditions, e.g. Asperger's syndrome and dyspraxia, may find it very hard to arrive on time for classes and with the correct equipment. Support for them consists of regular telephone calls and texts to remind them of times and places where they should be, liaison with their teachers, provision of water at breaks and contact with medical professionals and the Children and Adolescent Mental Health Service (CAMHS).

In the case of these students, as for students with any disability, the behaviour policy is differentiated to take account of the effects of the disability or medication that has been prescribed. Rules pertaining to punctuality, for example, may need to be dis-applied if the inability to arrive on time on a regular basis is either a symptom of the disability or an effect of the medication.

