Severn Vale School
An Academy

ACCESSIBILITY POLICY

Date of Policy	September 2026
Date of Next Review	September 2028
Staff Responsible	School Business Manager
Reference	Staff shared area/policies/JA
School/Governor Policy	Governor - Resources

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Ofsted Good rating

Rationale

Severn Vale is a fully comprehensive school committed to the education of all including students with special educational needs, physical disabilities and behavioural or emotional difficulties.

A disability is defined by the Equality Act 2010 as:

"A physical or mental impairment with an adverse effect on the person's ability to carry out day-to- day activities. The effect must be substantial and/or long term"

The Governing Body of Severn Vale School is required to promote equality of opportunity for disabled people: students, staff, parents, carers and other people who use the school or may wish to:

- increase the extent to which disabled students can participate in the school curriculum
- improve the environment of the school to increase the extent to which disabled students can take advantage of education and associated services
- improve the delivery to disabled students of information which is provided in writing for students who are not disabled.

The school recognises that many of its students, visitors and staff, whether disabled or otherwise, have individual needs when using school and facilities. However, we also recognise that for some students, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the ongoing commitment to the delivery of an inclusive educational service, we will endeavour to ensure that disabled students receive the same standards of education as non disabled students whenever reasonable given the financial and logistical context of any given situation.

Aims and Objectives

Severn Vale School aims:

- To provide a high quality, fully inclusive education for all students on our roll regardless of ability, gender, race, religion, sexuality or physical ability.
- To provide equal educational opportunities for all students on roll regardless of ability, gender, race, religion or physical ability
- To treat all students with dignity, equality and respect.
- To avoid discrimination against any student for any reason.
- To prepare all its students for full participation in a diverse and constantly changing society
- To ensure all staff are proactive in tackling and eliminating prejudice or discrimination wherever it is found

Severn Vale School is committed to:

- Informing all staff that our policy for the provision of educational services ensures the inclusion of disabled students. Such communications will address the legal obligation of staff, and the school.
- Providing disability awareness for staff as appropriate
- Addressing acts of disability discrimination via existing conduct codes, where appropriate.
- Consulting with disabled students, parents, staff and disability organisations as appropriate
- Planning to make access improvements to enable disabled people to use its services within the applicable financial and logistical context of any given point in time. Furthermore, the school will effectively communicate their availability to both students and staff.
- Regularly reviewing whether its education (and other) services are both accessible and effective, and take appropriate action.
- Monitoring the implementation and effectiveness of this policy on a regular basis.
- Operating an accessible complaints procedure whereby disabled people can make improvement suggestions and request assistance.

Relationship with other policies

This policy links with the following:

- Special Educational Needs and Disabilities Policy
- Equality Act Statement
- Race Equality Policy
- Admission Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy

Procedures

As required by SENDA (Special Needs and Disability Act 2001) Severn Vale School has procedures to consider the quality of physical access, access of information and access to the curriculum for anyone suffering from special needs or a disability in conjunction with students, parents/carers and LA representatives as appropriate.

Reasonable adjustments will be made to accommodate all students to allow them full access to the school, to information and to the curriculum. Consideration of any reasonable adjustments will be made as new students with special needs or disabilities arrive within the financial and logistical context at that time.

Staffing, Recruitment and Professional Development

Severn Vale School adheres to recruitment and selection procedures which are fair, non-discriminatory, and in line with statutory duties and guidelines.

The access policy forms part of staff induction procedures and everyone associated with the school will be made aware of it. The staff handbook contains information for staff supporting their practice in relation to this policy (in relation to other policies) and departmental handbooks address issues within individual subject areas.

All staff are required to undertake a programme of appropriate training and professional development to support them in addressing access issues as appropriate and in providing an appropriately differentiated curriculum for all students.

Staff are provided with information to help them understand how physical sensory, medical and learning difficulties affect students learning as appropriate.

Staff and visitors provide students with a range of role models that reflects the wider community.

The Curriculum

Curriculum planning takes account of the needs of all students and is differentiated appropriately to include everyone. The principles of equality are incorporated in planning all subjects.

All students participate in all subjects (except students withdrawn from RE at parents' request and where a small number of KS3 students are disapplied from a modern language to enable them to be supported according to their special educational needs).

Severn Vale School facilitates an inclusive curriculum by:

- Ensuring that all staff are appropriately trained.
- Organising classrooms to optimise access for all students.
- Planning visits that are accessible to all.
- Ensuring that lessons are structured to provide individual, paired, group and class activities.

- Differentiating work so that all students can achieve their aims.
- Having high expectations of all students.
- Providing experience in the use of ICT for all students

Teaching and Learning

- All students have access to a suitably differentiated curriculum appropriate to their ages.
- Teaching takes different learning styles into account.
- Teaching styles are varied and include collaborative learning so that students appreciate the value of working together.
- Students are grouped in different ways at different times as appropriate.
- Specialised resources are provided to enable students to access the information that is being presented to them.
- Displays reflect the experiences, backgrounds and modes of access of students and promote equality and diversity.

The School Environment

- The school environment is welcoming and well maintained within budgetary constraints.
- The whole school site is accessible for all students who use wheelchairs.
- The school site has reasonable adjustments in place for visual impairments, such as painting on kerb stones and coloured stickers to highlight glass panels.
- Paths around the site are safe and regularly inspected.
- Parking arrangements are safe.
- Bus and taxi access is supervised and monitored and appropriate risk assessments have been made.
- Emergency and evacuation procedures are in place and practised regularly.
- Consideration is given to the reduction of background noise, room acoustics and equipment noise.
- Specialist furniture, equipment, and assistive technological aids are purchased, used and located appropriately to maximise access to the curriculum for all students.
- A fully accessible hygiene suite is on school premises, providing a wet room with modern, specialist equipment. Staff are trained to use the equipment and it is regularly checked. All equipment is serviced on a regular basis.

Responsibilities

- The Governing Body and the Senior Leadership Team will ensure that the school complies with all relevant legislation.
- The Governing Body and Senior Leadership Team will ensure that the policy and related procedures and strategies are implemented.
- The Headteacher will ensure that all staff are aware of their responsibilities under the policy and that all staff have been trained to maintain the policy.
- Health and Safety procedures will be reviewed regularly.

Monitoring and Evaluating the Policy

This policy will be updated every three years by the School Business Manager and monitored by the Governors' Resources Committee.