



Ponteland Middle School

Access Policy Statement

The school recognises that many of its pupils, visitors and staff, have individual needs when using the school and its facilities. We therefore strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of the members of the school community, everyone is equally valued and treat one another with respect.

The definition of disability:

- Someone with a physical or mental impairment;
- The impairment is such that it has a substantial and long-term adverse effect on the individual's ability to perform normal day to day activities.

Physical or mental impairments can include sensory impairments (such as those effecting sight and hearing) and learning difficulties. The definition also includes certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

Duties under the Equality Act 2010:

The school recognises where The Equality Act has simplified and strengthen the discrimination laws which protect people from unfair treatment. It is unlawful for a school or other education provider to treat a disabled student unfavourably. Therefore school will:

- Not treat disabled pupils less favourably;
- Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

The priorities of the plan

The accessibility policy encompasses the three main strands of planning duty:

- 1. Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.**

Currently at PCMS all pupils can access the curriculum regardless of disability.

The school has access for wheelchairs at several entrances and all the classrooms in school are on one level. Not all external classrooms are accessible by wheelchairs and if this was necessary timetable adjustments would be made. All corridor doors are double doors and any further building would ensure that wheelchair access is prioritised. There is a disabled toilet at the front of the school.

All pupils with disabilities entering the school will be assessed within their SEND requirements and individual plans regarding equipment, access, furniture and portable aids will be made at this point.

- 2. The extent to which disabled pupils can participate in the s**
- 3. School's curriculum is increased.**

The curriculum is carefully designed to meet the needs of all learners and all pupils access a broad and varied curriculum. No pupil cannot access learning at PCMS. Teaching and learning is accessible throughout the school and classroom organisation and support, deployment of staff, timetable and curriculum options will be geared, where necessary, to meet the learning needs of the pupils with the disability.

- 4. Improve the delivery of information to disabled pupils which is readily accessible to pupils who are not disabled.**

Any pupils requiring additional support are clearly identified on entry to PCMS. Those requiring specific support with communication have their needs can be met in lessons through differentiation. Some pupils may be allocated additional support and are extensively monitored. Specific adjustments to access information such as Braille, audio tape and large print will be dependent on individual need and will be provided through the SEN Framework.

The school will also provide appropriate disability awareness training for staff as required.

The school will regularly review and monitor its education and SEND services so both are accessible and effective; and take appropriate action; and monitor the implementation and effectiveness of this policy on a regular basis.

Review September 2019