

Accessibility Policy

Access to the Physical Environment

Under Part 4 of the Disability Discrimination Act, The PACE Centre is committed to:

- Not treat pupils with disabilities or employees less favourably for a reason related to their disability
- Provide 'reasonable adjustments' for disabled learners or employees.
- Anticipate need and respond accordingly (within our own financial constraints).
- Carry out specialist Disability Access Surveys for our building every three years, and prioritise reasonable adjustments based on the findings of these reports.

We will remove physical barriers or provide reasonably alternative methods of making the service available to pupils and employees with disabilities by:

1. Removing the barrier.
2. Altering it.
3. Provide a reasonable means of avoiding it, or
4. Provide an alternative means of providing the service.

In carrying out the above action, we will consider the following factors:

1. The use of the building.
2. Practicality of the works.
3. Financial constraints.
4. Disruption of works to the provision of our services.
5. Resources available.
6. Likely effectiveness.

As part of our commitment to improving access for pupils and employees with disabilities, we will:

1. Make an annual financial commitment.
2. Focus our priorities where we know there is the greatest anticipated need.
3. Respond to identified need, where it is reasonable to do so.
4. Base the works on the findings of the 'independent Access Surveys', completing high priority items first.
5. Ensure all new works comply with BS8300 'Design of Buildings and Their Approaches to Meet the Needs of Disabled People'.

Access to the Curriculum

The curriculum at PACE has been specifically designed so that children with physical disabilities have maximum access to learning and can participate in all areas effectively. This is done through the adaptation and differentiation of the curriculum in the following ways:

- Activity of child within the group.
- Programmes of learning specifically designed to promote physical access to the curriculum (motor learning programmes, fine motor, gross motor, mobility).
- Individually tailored programmes to address sensory registration and processing difficulties e.g. visual perception, auditory perception, sensory integration.

- Use of alternative and augmentative methods of communication to enhance the communication opportunities and learning of children with speech and language difficulties.
- Adaptation of equipment, toys and learning materials to promote motor learning and to assist with the active learning and participation of children within the curriculum.

Access to Written Information

This will include planning to make written information that is normally provided by the school available to disabled pupils and their families. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Date:

September 2016

Review

Date: September 2017

To be reviewed by:

Head Teacher