



Accessibility/Disability Policy

Lead persons: Assistant Head (Pupil Development)
Support persons: Headmaster, SLT, Business Manager
Governing Body Committee: Property, Health and Safety Committee.

Definition of Disabled in the School Context:

- The Equality Act 2010 defines a disabled person as someone who has “a physical or mental impairment which has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.”
- Physical or mental impairment includes sensory impairments and also hidden impairments.
- In the Act, “substantial” means “more than minor or trivial”. “Long-term” means has lasted or is likely to last more than 12 months.
- The definition of SEN includes many, but not necessarily all, disabled pupils: a disabled pupil has special educational needs if they have a disability and needs special educational provision to be made for them in order to be able to access the education.

Aims: To support the entire community of the school, in terms of their educational, physical, sensory and social needs.

It is the policy of The Crypt School to:

- ensure that all the pupils in the school are able to participate to the best of their ability in the educational opportunities provided, making best possible progress both academically and socially and to achieve the highest standard of personal and academic development of which they are capable.
- achieve a shared responsibility, between the school, parents and outside agencies, for the social, personal, emotional and academic progress of all the pupils, especially those who are vulnerable, at risk, marginalised, excluded or underachieving.
- strengthen the existing partnerships between school, pupil, parents and agencies in order to work effectively to meet the needs of all learners.
- ensure that all staff, pupils and visitors to the school have access to the premises and are treated with respect.

It is the duty of The Crypt School to:

1. Operate full inclusion
2. Provide access to the physical environment
3. Provide access to the curriculum
4. Provide access to written information

1. Operate full inclusion

- The Crypt School aims to operate full inclusion; disabled pupils will be admitted if they meet the same admissions criteria as those pupils who are not disabled. The main school has access to the first floor via a lift situated in the John and Joan Cooke Centre with two toilets on the ground floor fitted to suit disabled needs. The Drama Studio and rooms 39 and 40 have no wheelchair access: if any pupil cannot gain access to these areas, then the timetable for their whole class will be moved into the main building.
- The Crypt School is served by many feeder schools: Crypt will be alerted if a pupil with any disability or SEN will be joining the school in the following Autumn Term. In the case of pupils joining in Year 7, the feeder school(s) will be visited by the Pastoral Assistant Head (KS3) prior to the new Academic Year to discuss the pupil's particular needs. The Pastoral Assistant Head (KS3) will speak with the parents of the pupil about the pupil's needs prior to the start of the term and contact will continue with the parents whilst the pupil continues to be educated at The Crypt.

2. Provide the physical environment of the school so that pupils with disabilities are able to take full advantage of the education provided.

The Crypt School aims to improve the physical environment of the school and physical aids to access education:

Physical environment - Lead person: Business Manager (BM)

Physical Aids - identified through SENCO/Pastoral Assistant Head/Learning Support Assistants (LSA), the school will provide reasonable adjustments, subject to financial resources and practical considerations, to enable all students to participate fully in their education, such as, if applicable:

- use of Laptop (all Year 7 will be encouraged to purchase their own laptop through the school scheme)
- enlarged print worksheets
- suitable seating position in classroom
- a scribe/reader (where necessary) in an exam situation
- extended time in exams.

3. Increase the extent to which pupils with disabilities can participate in the school's curriculum.

The Crypt School aims to improve access to a full, broad and balanced curriculum. All reasonable effort is made to ensure that pupils have access to all areas of the curriculum at each Key Stage and in the wider curriculum of the school (trips, clubs etc.). This is achieved by:

- ensuring that teaching and learning is accessible through school and classroom organisation (SENCO/Pastoral Assistant Head, BM, HOD).
- ensuring that appropriate deployment of staff through HOD requests and the timetable (Dep. Head, Assistant Head.).
- ensuring that there are appropriate curriculum options (Dep. Head, Assistant Head).
- ensuring that there is continued training of teaching staff (Dep. Head, / SENCO/Pastoral Assistant Head/LSA).
- ensuring that there is continued appropriate information available in SEN register (posted on Intranet - SENCO/Pastoral Assistant Heads).

- ensuring appropriate deployment of Classroom Assistants (SENCO/Pastoral Assistant Heads).
- ensuring the availability of extra adults to support school trips where required (Dep. Head /HOY/HOD).
- risk assessments, as required, to take full account of the needs of all pupils.
- consulting with experts on the best use of resources and funding.

4. Provide the delivery of information to pupils with disabilities.

The Crypt School aims to provide information to pupils and parents with disabilities in alternative and appropriate formats, as is reasonable and necessary. Within the school context the school aims to:

- Provide worksheets in a format for all pupils to read easily. Enlarged printed material, worksheets, timetable, textbooks and school information will be provided if requested by the pupil, parents, SENCO/Pastoral Assistant Heads or LSA.
- Ensure that exam question papers are enlarged (if pupil is entitled) through SENCO/Pastoral Assistant Heads /HOY/HOD/Examinations Officer.
- Endeavour to provide other methods of delivery of information for parents if requested e.g. Braille (through support from LEA/outside agencies).

Monitoring and Evaluation:

- The Support persons will keep the Lead person informed about the progress made in all areas of the strategy and any problems encountered or other issues raised. The Lead person will inform the Head Teacher of any issues.
- SENCO/Pastoral Assistant Heads will monitor the progress appertaining to the SEN policy to ensure that it is being carried out in the most efficient and effective way to enhance the learning of the pupils, and will report back to the Lead person.
- The Lead person will amend the strategy where necessary to address any new factors and advise the appropriate persons to instigate the appropriate action.
- Annual report to the Governing Body

Links to other policies:

- Special Educational Needs
- Looked After Children
- Child Protection
- Health And Safety
- Equal Opportunities Policy
- Ant-bullying Policy.

Review : J Waterston
March 2011

Approved - Full Governors May 2011

To be reviewed : March 2012