

# The Potteries School

• **ABERMULE NEWTOWN POWYS SY15 6JH** •

Telephone: 01686 411191 • Email: [potteries.school@greenfields.uk.com](mailto:potteries.school@greenfields.uk.com)



## **POLICY: Accessibility policy**

COMPILED

IMPLEMENTED

COORDINATED

REVIEWED

**08/10/2019**

**11/10/2019**

**Andy Joynson**

**15/10/2025**

## **School culture and ethos :: Mission statements**

The Potteries School is one of the key elements in an integrated, tripartite model of care, education and therapy for learners experiencing social, emotional and mental health difficulties (S.E.M.H.) based in mid-Wales. All our learners are Looked After Children and present complex needs with regard to interpersonal, emotional and social issues.

The Potteries School provides a positive, supportive and child-centred educational environment for all its learners. Through a process of creating a safe learning space, building effective teacher-learner relationships and precision identification of individual learning need, the School supports learners to achieve and attain and prepare for the next steps on the educational ladder.

Many of the learners have a history of school exclusion or had limited access to learning prior to admission. Most have been unable to manage in a formal educational setting and often the risks their behaviours present has impacted on their ability to be educated alongside large peer groups.

The education offered at the Potteries School seeks to reengage learners in a creative and meaningful curriculum, assisting them to catch up on missed learning and an assessment programme that identifies their learning needs accurately. All learning is offered in an inclusive environment and delivered by education professionals with an understanding of the needs of the learners, working to build self-esteem and learning confidence, develop peer relationships and progress independent learning skills.

At the Potteries School we would like our learners to restart their educational experience with confidence and establish a pattern of learning so they can progress, attain and achieve.

**THE RIGHT WAY**

The Right Way PRINCIPLE	THIS MEANS:	ORGANISATIONS WILL:
<b>EMBEDDING</b>	Putting Children's Rights (UNCRC) at the core of planning and the delivery of services for children and young people	<ul style="list-style-type: none"> <li>○ Make links to Children's Rights (UNCRC) in their plans.</li> <li>○ Agree on a structure of how they make sure children's rights are taken into account at all levels of decision making.</li> <li>○ Make sure that leaders and staff have a good knowledge of children's rights (UNCRC), and help them understand how it can benefit their work.</li> </ul>
<b>Equality and NON-DISCRIMINATION</b>	Ensure that every child has an equal opportunity to be the best they can be and that no child has to ensure poor life chances due to discrimination	<ul style="list-style-type: none"> <li>○ Make sure staff have up-to-date knowledge of the Equality Act and receive training to increase their awareness of different groups of children and young people's needs.</li> <li>○ Give information to children in a language or format appropriate for their age, culture, or ability.</li> <li>○ Analyse data and consider which groups of children are not accessing your services, and why - can use our a children's rights impact assessment.</li> </ul>
<b>EMPOWERING children and young people</b>	Giving children the knowledge and confidence to use their rights and hold organisations and individuals that affect their lives to account	<ul style="list-style-type: none"> <li>○ Give children the information they need to influence decisions that affect them (e.g. simple language reports).</li> <li>○ Involve children and young people by giving them the opportunities/ training/ information they need to influence decisions that affect them.</li> <li>○ Build relationships with groups of young people to allow them to regularly give ideas and feedback. E.g. youth groups/forums.</li> </ul>
<b>PARTICIPATION</b>	Listening to children and taking their views seriously (as guaranteed by Article 12 — UNCRC).	<ul style="list-style-type: none"> <li>○ Develop clear targets to listen to children and young people from marginalised groups.</li> <li>○ Involve children directly in the design, monitoring and evaluation of services they receive (this can include involving children in recruitment of staff).</li> <li>○ Adopt Wales' National Participation Standards for Children and Young People, to make sure when children participate, their experience is a quality one.</li> </ul>
<b>ACCOUNTABILITY</b>	Organisations and individuals should be accountable to children for the decisions and actions which affect their lives.	<ul style="list-style-type: none"> <li>○ Publish an accessible annual update showing how they've worked towards making children's rights a reality.</li> <li>○ Feedback regularly to children in a suitable format.</li> <li>○ Provide children with accessible information on how to provide feedback about services or to how to make a complaints and hold staff to account.</li> </ul>

## Accessibility :: Visions and values

The Potteries School's aims for accessibility are:

- Increasing the extent to which all learners can participate in the curriculum;
- Improving the physical environment to enable all learners to take better advantage of education, benefits, facilities and services provided;
- Improving the availability of accessible information for all learners.

There is a commitment to providing a fully accessible environment which values and includes all learners, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school is committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Potteries School's vision and values for accessibility are:

- A belief that all learners have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future;
- That Inclusion is the process of taking necessary steps to ensure that every learner is given equality of opportunity to develop socially, to learn and to enjoy community life.

## **Contextual Information**

The definition of disability under the law states a disabled person is someone who has a: **Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.**

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included; medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

Access to the school building is provided through the front door that is shared with the home. The school is in a separate annex that is sectioned off during school time. The home's Statement of Purpose and the building topography means that young people with physical disabilities cannot be accommodated as the sleeping quarters are on the first floor of the building. The school is registered to provide education for learners with specific Additional Learning Needs but currently not those with physical disabilities.

## **CONSIDERATIONS**

- All staff will continue to be made aware of learners with a disability or additional learning needs;
- All staff will be made aware of strategies to make "reasonable adjustments" within the classroom so as not to place disabled learners at a substantial disadvantage in accessing the curriculum;
- All staff will adapt their teaching to the learning patterns of all the learners according to their abilities and needs;
- The implementation of reasonable adjustments to classroom management, teaching and expectations will not prejudice the progress of other learners;
- The School is not required under legislation to provide auxiliary support such as a classroom assistant or auxiliary aids e.g.: laptops or hearing loops. The plan will be agreed for each student in consultation with social workers & virtual, the learner and an appropriate specialist.

## **SPORTING & RECREATIONAL ACTIVITIES**

- The School aims to provide equal access to all School activities for disabled learners by making reasonable adjustments to the premises and/or activities;
- Individual risk assessment and management strategies will be provided for disabled learners to engage in school trips or visits.

## **WELFARE AWARENESS**

- All staff and learners are to be made aware of disability policies, understand its effects and accept and support disabled learners as part of school life;
- Appropriate staff INSET will be provided on a regular basis to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision;
- The School's equal opportunities and anti-bullying policy will be updated to reflect inclusiveness and the difficulties faced by disabled learners thereby improving understanding and integration;
- Up-to-date information on staff and learners will be maintained

## **REASONABLE ADJUSTMENTS**

The School has a duty to: **ensure equal access to education for all learners as per those without disability.** To achieve this, Reasonable Adjustments are to be employed by teachers to prevent substantial disadvantage to the disabled learners. The reasonable adjustments that can be made within the classroom to accommodate those learners with disability without prejudice to other learner's education will be agreed with learners in the **Individual Learning Plan.**

## **PLANNING**

The School will address the three areas of improving access to:

- The physical school environment;
- Access to education;
- Access to information usually provided in written form.

Some learners may need specialist furniture to support them within a classroom environment and this would be arranged prior to arrival to ensure inclusion. All areas of the curriculum are made available to learners regardless of their disability. Where an activity cannot be made accessible or would be inappropriate then an alternative activity would be made available. If a disability made handwriting difficult practicing keyboard skills would be a suitable and valuable alternative. Planning to improve access to the curriculum will include identifying reasonable adjustments to offer an equality of opportunity.

Depending on the impairments of our disabled learners, we would plan specific staff training that will improve access to the curriculum and examinations. Specialist training is available from a number of sources.

Purchasing specialist equipment will increase access to the curriculum for learners. Greenfields could purchase specialist equipment if needed such as: writing slopes, pencil grips, adjustable desks and chairs.

Access to school visits can be problematic for some disabled learners. Reviewing our school's Visits Policy and investigating more accessible venues and transport providers would be necessary.

Raising awareness of font size and page layouts will support learners with dyslexia and visual impairments. Creating appropriate signage around the school to ensure direction and information is accessible to all.

The lead responsibility within the school will be the Headteacher Andy Joynson.

#### **REVIEW**

This policy and procedures will be reviewed and updated on an annual basis to ensure continued compliance with The Education (Independent Schools Standards) Regulations 2014, the Independent School Standards (Wales) 2024 and relevant guidance issued by the DfE and Welsh Government.

**This document will be next reviewed on 15/10/2026.**