



# **Sherbourne Fields School**

## **Accessibility Policy**



**Sherbourne  
Fields  
School**



**Date Plan Finalised:** Reported to Governing Body Annually

**People involved in writing this plan:** Senior Leadership Team

**Person Responsible:** Shivaun Duffy

**Display/Availability:** School Website

**Next Review Date:** September 2027

## **POLICY OBJECTIVES**

The Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10 of the Equality Act 2010. School Governors are accountable for ensuring implementation, review and reporting progress of the Accessibility Plan over a prescribed period.

Under the DfE Statutory Policies for Schools guidance September 2014, the School's Governing Body has delegated authority to the Principal and Senior Leadership Team to review the plan every 3 years or as required. All reviews will be reported to the Governing Body for adaptation.

## **ACCESSIBILITY PLAN 2025**

Sherbourne Fields is an all age special school for pupils with a broad spectrum of need including physical disabilities, medical conditions and learning needs. The school's population is wide-ranging and diverse, with pupils from a rich mix of social and cultural backgrounds. The school caters for pupils between the ages of 4 and 19 and serves the whole of Coventry. We also offer some places to neighbouring local authorities.

The plan focuses on the statutory areas of;

- Access to the Environment
- Access to Communication
- Access to the Curriculum

All learners who attend Sherbourne Fields School have a disability as defined by the Disability Discrimination Act 1995:



## DEFINITION OF A DISABILITY

According to the Equality Act 2010 a person has a disability if:

- a) They have a physical or mental impairment and
- b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day to day activities

The Accessibility Plan should be read in conjunction with the following policies:

Equalities and Respect

Health and Safety

Teaching and Learning

SEN Policy

Positive Behaviour

Admissions

## ACCESS TO ENVIRONMENT

The Sherbourne Fields building has been updated and refurbished to ensure we are able to offer every opportunity for all learners, regardless of their disability. We believe every moment is a learning opportunity. As such we have a fully accessible and adapted building that is suitable for all learners, staff and visitors to access. Specific features include:

- Automatic entrance doors
- Accessible Lift in the 6<sup>th</sup> form block
- All doorways are extra wide with some classroom doors with an additional leaf to expand further if needed
- Corridors are wide with double door entry points with magnetic door holders that automatically release the doors to close when the fire alarm is activated.
- Disabled toilets for visitors and staff with handrails.
- Accessible personal care hygiene suites throughout the school
- Hydro-pool is fully accessible with ceiling track hoist from changing area to pool. A pool chair is available as are handrails to guide walking down the ramp into the water. The pool is accessible for all learners.
- Mobile hoists are available throughout school to ensure all areas can be accessed by all students including: soft play and the sensory room.
- Toilets are different sizes depending on the age and needs of the learners across all of the key-stages
- The food technology room has a height adjustable sink and hob.
- Tables are used at an appropriate height throughout school.
- Ceiling hoists in some classrooms are available for all.



- The school has a range of bikes which are fully adapted for all learners, including hand pedals, side by side and tricycles with trunk support.
- The outside spaces are fully wheelchair accessible.
- The adventurous activities are fully accessible through the use of bucket seats and specialist harnesses on the climbing wall and zip wire.
- All school minibuses are fully accessible for all learners and all drivers have passed MIDAS tests including how to clamp learners into tracks for safety.
- A range of postural equipment is used to allow learners to engage in learning and activities while in different positions e.g. standers, supporting wedges and beanbags.
- A new accessible for all 6<sup>th</sup> form building has just opened in September 25. This is a two-storey building with accessible lifts and spacious rooms. All rooms are kitted out with up to date technology devices.

## ACCESS TO COMMUNICATION

Communication systems vary across the school but a Total Communication approach is used. Learners use communication methods that suit them ranging from on body signing, touch cues, musical cues, objects of reference, smells of the day, Picture Exchange Systems (PECS), eye-pointing, communication books, Eye-gaze to BSL and verbal speech. Staff work colligatively with Speech and Language Therapists who provide training and support the school systems. Staff are supported to develop their BSL skills through on-going training.

Parents/carers whose first language is not English are support through the Translation service or staff in school who are able to speak their language.

## ACCESS TO CURRICULUM

At Sherbourne Fields, we believe that the most effective and powerful curricula are those that are functional and purposeful using local resources that allow for concrete learning where ever possible. The curriculums are flexible and allow for responsiveness and are continually developed through evaluation and review across the school. We have 5 pathways the learners may follow

### Early Years Foundation Stage

Learners follow the EYFS Curriculum throughout the Early Years. This is developmental curriculum which plays a diagnostic role in establishing which of the 3 Sherbourne Fields pathways they will follow as they enter Year 1.

The areas of learning are: **1.** communication and language **2.** physical development **3.** personal, social and emotional development **4.** literacy **5.** mathematics **6.** understanding the world **7.** expressive arts and design.



<b>Pre-Formal</b> The Area of Engagement <b>Levels SPMLD – SPMLD6</b>	<b>Semi Formal</b> <b>Primary Levels SP1- SP2</b> <b>Secondary Levels SS1 – SS2</b> <b>Pre-Key Stage Standards</b>	<b>Formal</b> <b>Primary Levels SP3 – SP9</b> <b>Secondary Levels SS3 – SS7</b> <b>Pre-Key Stage Standards</b>
<b>Key Stage 4/5</b>		
The curriculum is highly personalised and encompasses a range of individual progression pathways including accredited courses. This curriculum supports the transition to life beyond Sherbourne Fields.		

When redesigning our Curricula, we wanted to look beyond the label of Learning Disability to respect that each individual learner is unique and will have different priorities for learning. Although learners may be working within a specific curriculum they are offered a bespoke and personalised learning pathway. Class teams work together with families so that aspirational outcomes can be achieved towards independence and becoming a valued member of society.

We group learners primarily by Key Stage and then by their learning need. While some groupings are smaller classes of specific learners who need specialist teaching strategies to engage, other learners are ready to work in mixed groups. All our classes benefit from high staffing ratios to allow for all learners to have individual input where appropriate. All classes have equitable provision offers according to both statutory and school policy. Classes receive tailored provision offers according to each learner’s individual’s pathway. This is mapped across the school to ensure equitable access to provision and resources. The provision needs of some cohorts of learners are different to that of others, but all provision is to support the holistic individual learning and progress. For example, all learners who have PMLD or a physical disability receive hydrotherapy sessions, whereas learners who have MLD may be out in the community doing D of E or work placements.