



'Flying High'
Working Together to Build a Successful
Future for All

Disability Access Policy

Updated May 2018



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Introduction

Our multicultural school values and promotes a happy, safe and caring environment that is committed to helping all children experience success, whatever their background or abilities, and to ensure they achieve the highest standards in all they set out to do. The health, safety and well being of every child is our paramount concern.

Aims

At Hornbill School we aim to provide equality of opportunity for all children whatever their age, ability, gender, race or background. We want all our pupils to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes, and practices - in particular those relating to gender - do not prevent any child from reaching their potential

Hornbill School is committed to ensuring equality of opportunity for all pupils, employees and stakeholders in the community of the school. We work together to create an educational environment suited to the needs and requirements of all our pupils.

Our policy is driven by the principles of equal opportunities as outlined in the National Curriculum Inclusion statement. In planning and teaching the Foundation Stage Curriculum and the National Curriculum (2014), teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

We are committed to enabling all pupils to access to a rich curriculum. In particular, we seek to make the adjustments where necessary, to support children with a disability so that they can reach their full potential. Our commitment to removing barriers for people with disability extends to all areas of school life; the national curriculum subjects, break times and enrichment activities, school visits and activities that take part during the extended day.

Local Orders

The school recognises Garrison Standing Orders and Service Children's Education Standing Orders in terms of all children with a disability. Parents of children being posted to Brunei Garrison who have a physical disability will need to register with CEAS before they apply for a place at Hornbill School. For further information please see the Brunei Garrison Local Offer.

Information

The school currently has a range of pupils listed on the SEN register with varied needs. The Special Educational Needs of the pupils include a range of language difficulties including Speech, Language and Communication difficulties and dyslexia, dyspraxia, emotional and behavioural needs, medical needs such as severe allergies and specific medical needs e.g diabetes.

We support our children with SEN and disability in the following areas:

Access

The school has physical access to all entrances by ramp and there are disabled toilet facilities strategically positioned throughout the school. Due to risk of flooding a number of classes in Key Stage 2 are not fully accessible due to a small step at the threshold. However, other access arrangements can be developed to meet the needs of pupils when the occasion arises.

Pathways

Pathways of travel around the school site and parking arrangements are suitable for wheelchairs. Ramps are available in areas where there is an incline.

Parking

Parking on site is limited to 2 designated disabled spaces. Both of which are located as close to the main gates as possible.

Emergency Evacuation

Emergency and evacuation procedures are accessible to all at present. Alarms are auditory in the older section of the building and both auditory and visual in the newer building. We will review the provision of a visual alarm should the need arise.

Educational Visits

School visits, including residential visits, are made accessible to all children irrespective of impairment.

Assessing the needs of our pupils

Teachers and teaching assistants attend SEN courses as appropriate to support specific needs. Teachers work closely with LSAs to address pupils' IEP targets and liaise with specialist and support services – where available.

Access to information within the classroom is enabled through the use of visual timetables and visual labeling of equipment and resources. Children with visual and specific reading difficulties who may have difficulties reading or copying from the board are given printed copies of texts, or information is written down for them.