



Accessibility Plan

Introduction:

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as mentioned by SEN and Disability Act 2001 (SENDA).

It draws on the guidance set out in “Accessible Schools: Planning to increase access for schools for disabled students”, issued by DfES in July 2002.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.

Key Objective:

To reduce and eliminate barriers to access the curriculum and to enable full participation in the school community for students, and prospective students with a disability.

Principles:

Compliance with the DDA is consistent with the school’s aims and equality of opportunity of the school’s SEN policy.

The school recognizes its duty under the DDA (as amended by the SENDA) :

- Not to discriminate against disabled students in their admissions and exclusions, and provisions of education and associated services.
- Not to treat disabled students less favorably.
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage.
- To publish an Accessibility Plan.

In performing their duties, Governors and staff will have regard to the DRC and the Code of Practice (2015).

The school recognises and values parent’s knowledge of their child’s disability and its effect on his / her ability to carry out normal activities and respects the parent’s and child’s right to confidentiality.



The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the National Curriculum frame work, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges.
- Responding to student's diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of students.

Activity

a) Education & Related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisors and SEN inspectors / advisors, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

d) ASC (autism) awareness

The school will take steps to avoid sensory overload in terms of display, decoration and bells. The site team will liaise with the SENCo when planning to repaint/redecorate areas of the school. The SENCo will advise teachers on appropriate use of display and will co-ordinate provision for students with ASC (sensory)

Linked policies

This plan will contribute to the review and revision of related school policies e.g.

- School strategic plan
- Staff development plan



- Building and site development plan
- SEN policy
- Equality Plan & Objectives
- Curriculum policies

Committee responsible for review:	PPD
Date ratified by Governing Body:	29 January 2018
Date of next review:	1 year – January 2019