



# Accessibility Plan

## **Introduction**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", 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 to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

## **Principles**

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy;

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

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

In performing their duties, governors and staff will have regard to the DRC (Disabilities Rights Commission) Code of Practice 2002;

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' 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 framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

### **Education & related activities**

The school will continue to seek and follow the advice of Local Authority services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts etc.

### **Physical environment**

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

### **Provision of information**

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

### **Current Strengths**

- The reception area is clearly signposted.
- Entry procedure to school is in large print.
- The reception desk is split level so can be easily accessed from a wheelchair.
- Visitors are always asked to request assistance should it needed.
- There is a disabled parking space.
- There is a disabled toilet.
- School is all on one level enabling wheelchair access.
- Corridors are kept clear.
- Emergency lighting operational.
- Termly inspections are carried out to ensure all areas are compliant with policy
- Any concerns are immediately reported by the Site Manager.

### **Linked Policies**

This plan will contribute to the review and revision of related schools policies regarding

- Equalities policies
- SEND policy
- Health and Safety policy
- Child Protection policy

### **Monitoring and Review**

It is the role of the Leadership Team and Governors to monitor the Accessibility plan.

This plan should be reviewed at least every 3 years.