



School Accessibility Plan Policy

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, and is based on the HCC suggested framework.

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".

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 DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN 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 a Disability Equality Scheme of which this Accessibility Plan forms a part.

In performing their duties, governors and staff will have regard to the Equality and Human Rights Code of Practice 2007; (This superseded the DRC Code of Practice (2002) in October 2007)

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 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 2000 framework, which underpin the development of a more inclusive curriculum;

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

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

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.

Linked Policies

This Plan will contribute to the review and revision of related school policies:

- Setting suitable learning challenges
- School Strategic Plan
- SEN
- Health and Safety
- Premises Maintenance Plan
- PSHE
- Learning Behaviour

Conclusion

This plan will enable pupils with a disability to access the curriculum and to participate fully in the life of the school. It also considers the needs of staff, parents and other visitors to the school who may have particular needs in relation to accessibility.