

Date of review: September 2021

Date of next review: September 2024

Responsible person: SENCO

Accessibility Policy

Introduction

The SEN and Disability Act 2001 (SENDA) extended the Disability Discrimination Act 1995 (DDA) to cover education.

The plan is written in accordance with the DfE guidance publication “Accessible Schools”. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

- Not to treat disabled students less favourable, for a reason related to their disability;
- To make reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled students.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled students can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

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 in accessing the curriculum and to all 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 equal opportunities policy, and the operation of the school’s SEN policy;

- not to discriminate against disabled students in the admissions and exclusions, and provision of education and associated services
- not to treat disabled students less favourably
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage
- to publish an Accessibility plan/risk assessment

- in performing their duties, governors and staff will have regard to the DRC Code of Practice (2004)
- 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 students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles;

Activities

Education and related activities

The school will seek and follow the advice of external services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals.

Physical environment

Under the legislation, the school is required to make reasonable adjustments to the physical environment where practical.

- Parents should be aware that the school has a lift for access to upper level teaching areas.
- The Accessibility Plan will take account of the needs of students 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.

Access to the Curriculum

- The school undertakes to assess its provision of curriculum to students on a regular basis, and to use this information to tailor the curriculum to student requirements.
- Staff will continue to be made aware of students with Disability or Special Educational Needs by the SENCO

Special Educational Needs

- The identification of barriers to participation in all areas of school life must be a priority and where necessary, adjustments should be made to the curriculum, teaching methods, and within classrooms to ensure that disabled students are not disadvantaged in accessing the curriculum.
- Create a challenging curriculum where suitable learning challenges are set and progress of individual's achievements can be assessed.
- Departments should identify staff development needs to improve their ability to meet the needs of students and include these within the performance management systems.

Provision of information

The school will make itself aware of local services, for providing information in alternative formats when required or requested.