



## Accessibility Plan

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## Introduction

The school's Accessibility Plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 (DDA), as amended by the SEN and Disability Act 2001 (SENDA). It draws on guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils" issued by the DfES in July 2002.

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

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

## Definition of disability

Disability is defined by the Disability Discrimination Act 1995 as follows: "A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities."

## Key Objective of the Accessibility Plan

### *For current and prospective individuals with a disability:*

- reduce and eliminate barriers to curriculum access
- To enable full participation in the school community

## Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy and with the operation of the school's SEND policy;
- The school recognises its duty under the DDA:
  1. Not to discriminate against disabled pupils in their admissions and exclusions or in the provision of education and associated services;
  2. Not to treat disabled pupils less favourably;
  3. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
  4. To publish an Accessibility Plan
- In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) 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 both parents' and children's rights to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, which is planned in order to meet the needs of all pupils and which endorses the key principles of inclusivity in the National Curriculum:
  - Setting suitable learning challenges;

- Responding to pupils' diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### **Linked Policies/Plans**

This plan will contribute to the review and revision of related school policies/plans:

- School Strategic Plan
- School Development Plan
- SEND Policy
- Equality Information and Objectives and Equality Statement
- Premises Plans
- Evacuation Plans

## Action Plan

The following Action Plan outlines the main activities which the school will undertake to achieve the key objectives above:

1. Education and related activities – the school will continue to seek and follow the advice of Local Authority services, such as specialist teacher advisers and SEN inspectors / advisers and of appropriate health professionals from the local NHS trusts.
2. Physical environment – 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, colour schemes and more accessible facilities and fittings.
3. Provision of information – the school will make itself aware of local services, including those provided through the Local Authority / DfE / STA, for providing information in alternative formats when required or requested.

Objective	How & who is responsible?	When	Resource implications
<b>Education and related activities</b>			
Ensure compliance with DDA and Code of Practice	Staff and governors informed of requirements and obligations of DDA and the Accessibility Plan	Ongoing	n/a
<b>Physical Environment</b>			
School to make necessary adjustments as quickly as possible to welcome any pupils with disabilities who choose to come to the school.		As soon as possible following admission of any pupils who need this	Possible grants to be sought for specialist equipment
Issue parking permits for those families who are registered disabled.	Senior Admin Officer	As soon as possible following admission of any pupils who need this	n/a
Review emergency evacuation procedures for disabled pupils and visitors. Ensure visitors inform school of the need for a PEEP.	Office staff	June 2022 and ongoing	n/a
<b>Provision of Information</b>			
Ensure information is on the school website.	Stakeholders are aware of school provision.		n/a
Further develop IEP and ELSA information to support parents	Inform parents with letter and meeting if required.	On-going	n/a