



Individually Strong, Collectively Stronger

Accessibility Plan Policy



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ACCESSIBILITY PLAN POLICY

INTRODUCTION

This accessibility plan is compliant with current legislation and requirements as specified in Schedule 10, relating to disability, of the Equality Act 2010.

The Headteacher and the School Governing Body are accountable for ensuring the implementation, review and reporting on progress of the accessibility plan.

DEFINITION (EQUALITY ACT 2010)

“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 Equality Act 2010 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 Equality Act 2010
 - 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 Code of Practice;
- 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 2000 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.



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ACTIVITY

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective (above).

a) **Education & related activities**

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

b) **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 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 local authority, for providing information in alternative formats when required or requested.

d) **Financial planning and control**

The Headteacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan will be integrated into the School Development Plan.

THE ACCESSIBILITY PLAN SHOULD BE READ IN CONJUNCTION WITH THE FOLLOWING POLICIES, STRATEGIES AND DOCUMENTS:

- School Development Plan
- Staff training and development plan
- SEN policy
- Equal Opportunities policy
- Curriculum policies
- Asset Management Plan
- School Brochure and Mission Statement

Date Reviewed: October 2017

Date of next Review: October 2019

Headteacher's Signature: L. Robertson