



Accessibility Plan

1. 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 School: Planning to increase access to school for disabled pupils", issued by DfE in July 2002.

2. 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 affect on his or her ability to carry out normal day to day activities".

3. Key Objective

To reduce and eliminate barriers to the curriculum and to enable full participation in the school community for current and prospective pupils with a disability.

4. 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.
- The school recognises its duty under the DDA (as amended by the 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 Code of Practice (2002).

- The school recognises and values parents' knowledge of their child's disability and its effect on his or 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 2014 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.

5. Activity

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

- (a) **Educated and related activities.** The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisors, and of appropriate health professionals from the local NHS Trusts, etc. (See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils").
- (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, etc. (See checklist on page 30 of DfES Guidance, and HCC schools self-audit questionnaire circulated in January 2002).
- (c) **Provision of information.** 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, etc. (See checklist on page 30 of DfES Guidance)

6. Action Plan.

Short Term

- Ensure compliance with DDA and Code of Practice. Staff and governors informed of requirements and obligations of DDA and of the Accessibility Plan. Staff/governors meeting.
- Improve, when necessary, the availability of teaching and written material in alternative forms. School aware of local and county services for converting written information into alternative formats. School able to deliver information to all pupils and parents with disabilities.
- Continue to investigate potential areas for improvement with parents of disabled children within the school to identify possible future actions. Seek views of staff also.

Medium Term

- Develop knowledge and skills in managing children with disabilities. Ensure staff have increased confidence and skills in working with children with disabilities. Improve awareness amongst staff of options available for delivering the curriculum to children with disabilities.
- Consider minor improvements that could be made to the school environment for pupils with disabilities. SEN to be discussed on curriculum committee agendas.

Long Term

- Ensure that the next time any significant redecoration or refurbishment is undertaken that full consideration is given to improving the environment for children with disabilities eg those who are visually or hearing impaired. Consider use of devolved capital for this purpose. Seek advice from LA building surveyors

7. Linked Policies

This plan will contribute to the review and revision of related school policies such as:

- School improvement plan
- Staff development plan
- Building and site development plan
- SEN policy
- Equal Opportunities policy
- Single equalities policy
- Curriculum policies

Date reviewed: November 2024

Date of Next Review: November 2026