



Accessibility Plan 2022

Agreed on: Summer 2022

Signed: Mr Keith Bush

Review frequency: 3 years

To be reviewed: Summer 2025

School Accessibility Plan

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) and the Equality Act (2010). It draws on the guidance set out in "Accessible School: Planning to Increase Access to schools for disabled pupils" DFE.

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 substantial and long-term adverse effect on his or her ability to carry out normal day to day activities" This includes sensory impairment and learning difficulties resulting from or consisting of mental illness.

There are two additional groups of children covered by the Act. These children do not have to prove their condition has a substantial adverse effect:

- Children whose treatment (excluding glasses) offsets the effect of the condition e.g. children on medication for epilepsy which is necessary to control fits.
- Children with cancer, HIV infection, progressive conditions such as muscular dystrophy and multiple sclerosis (which at point of diagnosis are all taken as meeting criteria without requiring proof of adverse effect) together with children with severe disfigurement.

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. We also aim to eliminate barrier to staff, governors, visiting professionals, parents and the community.

Principles

Compliance with the DDA is consistent with the school's values and single equality policy and the operation of the school's Inclusion and SEND 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 substantial disadvantage
- To publish an accessibility plan

In performing their duties Governors and Staff will have regard to the Disability Rights 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 the parents' and child's right to confidentiality.

The school provides a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the principles in the National Curriculum, which underpin the development of a more inclusive curriculum. We aim to:

- Set suitable learning challenges
- Respond to pupil's diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils so that all pupils have the opportunity to reach educational outcomes.

Education and related Activities

The school will continue to seek and follow the advice of the LA Services, such as specialist teacher advisors and SEN inspectors/advisors, and of appropriate health professionals from the local NHS Trust. Physical Environment The school will take account 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, more accessible fixtures and fittings.

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

- School Development Plan
- SEND Policy
- School Information Report
- Single Equality Policy

Overarching Aim	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Success Criteria	Person responsible	Date to complete actions by
Increasing the extent to which disabled pupils can participate in the school curriculum	All out of school activities are planned to ensure the participation of the whole range of students	EEC risk assessments to include reference to children with specific needs	Specific needs considered at early planning stage of an off site visit	HT/ DH	In place and ongoing
	Training for staff on increasing access to the curriculum for disabled pupils	Staff training on specific SEN areas	All staff are able to meet the needs of children with specific SEND.	SENCO	In place and ongoing
Improving access to the physical environment of the school	Create appropriate and discrete changing facilities for children with additional toileting needs	Full use of changing facilities for specific children	Discretion and comfort for children and staff when dealing with toileting issues and changing	SENCO	In place and ongoing
Improving the delivery of information to persons with a disability	Availability of written material in alternative formats	All staff and parents aware of services available for requesting information in alternative formats.	Written information available in alternative formats and languages, on request. All admin staff, parents and community users know how to access alternative formats.	SENCO/ Office staff	In place and ongoing