



Policy on Accessibility

Reviewed April 2019

To be reviewed at appropriate intervals.

Introduction

The SEND Code of Practice **2015** (COP) provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families **Act 2014** and associated regulations, and applies to England. It came into force in September 2014 and was last revised in January **2015**. The SEN and Disability Act 2001 (SENDA) extended the Disability Discrimination Act 1995 (DDA) to cover education. The policy is written in accordance with the DfES guidance publication "Accessible Schools". The Governing Body has 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.

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 to access to the curriculum and to 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
- in performing their duties, governors and staff will have regard to the DRC Code of Practice (2002)
- the school recognizes 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 continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local HS Trusts.

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 site covers a wide area with many old buildings with more than one storey and without lifts. Similar to many secondary schools, the school policy of subject areas with designated classrooms requires students to move around the site, necessitating the use of steps or stairs in buildings to access classrooms. Students with impaired mobility will therefore be somewhat disadvantaged by these problems.
- The school is addressing these issues as part of the buildings development and refurbishment programme, but some substantial improvements cannot be achieved by reasonable adjustment but require major alterations which are at a prohibitive cost to the school.
- 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 Head of 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, including those provided through the LA, for providing information in alternative formats when required or requested.

Linked Policies

This Plan will contribute to the review and revision of related school policies eg.

- School Development Plan
- SEND Policy
- Inclusion Policy
- Single Equality Scheme

This policy is also available in the following formats, on request to the Headteacher: e-mail enlarged print versions.