

School Accessibility Policy and 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 Learners" DfE.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA) "A person has 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". This includes sensory impairment and learning difficulties resulting from or consisting of mental illness.

Key Objective:

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for Learners, and prospective Learners with a disability. We also aim to eliminate barriers for staff, Directors, visiting professionals, parents, and the community.

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 SENDA):

- Not to discriminate against disabled Learners in their admissions and exclusions, and provision of education and associated services.
- Not to treat disabled Learners less favourably.
- To take reasonable steps to avoid putting disabled Learners at a substantial disadvantage.
- To publish an Accessibility Plan.

In performing their duties Directors 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 the parents' and Children's right to confidentiality.

The school provides a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual Learners and their preferred learning styles; and endorses the key 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 Learners.

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 trusts.

Physical Environment:

We can cater for the needs of wheelchair users due to the whole school being on the ground floor and doors are wide enough to allow wheel chair access throughout the building. We also have a disabled access toilet. The school will continue to take account of the needs of Learners 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 policies:

- School strategic plan
- SEN policy

ACCESSIBILITY ACTION PLAN April 2021. Reviewed July 2023 Aug 2024

Specific Objectives	Action	When	Cost	Monitoring and Reporting	Impact on Learners	Evaluation July 2025
To ensure no learner is denied access to the curriculum due to their learning difficulties.	Ensure all staff knowledge are up to date about Learner's needs. Liaise with any/all team around the family- i.e. parents, school nurse, therapists, social worker etc.	Ongoing	Staff CPD	Directors, Headteacher, Class teachers / TAs	All learners' needs will be met	
Ensure no learner is denied an outing / residential due to their parents not contributing financially.	All outings planned to go ahead from school budget.	Ongoing	Money in school budget for outings/ residential.	Finance Director	All learners have equal access to outings and residential activities	
Ensure no learner is denied access to any part of the building due to their physical or learning needs	Ensure any new premises have wheelchair access.	Ongoing	Cost of business premises.	Directors	All learners will have equal access to all areas of school.	
Ensure the car park is accessible for all	If any pupil cannot access school due to the carpark, we will seek advice to remedy the issue	Ongoing	Costs as necessary	All staff	Everyone can access the car park.	

Ensure all parents can access information.	Provide all information in an accessible format for all parents regardless of need.	Ongoing	Cost of having information translated and printed	Headteacher	All parents can access information regardless of need.	
Ensure all signage is suitable for all parents and learners	If we have a learner/ parents with a visual impairment requiring Braille, we will have signs made in Braille. If we have learner/ parents without English we will have signs made in their language.	Ongoing	Cost of translation and printing	Directors / Headteacher	Everyone benefits from signage	
Continue to build links with local employers, colleges, other schools, church, mosque, Police, and community groups.	All learners to have access to future training and employment opportunities. All learners to develop communication skills with, and understanding of, wider community.	Ongoing	Cost of transport	Directors / Headteacher	Maximised future career prospects, improved communication skills and improved integration with wider community for all learners.	