



Noadswood

Fit for learning, fit for life

Accessibility Policy

STATUTORY / NON-STATUTORY	STATUTORY
MEMBER OF STAFF RESPONSIBLE	Headteacher
DATE APPROVED BY Head/SLT	September 2018
GOVERNING BODY COMMITTEE RESPONSIBLE	GPC
DATE COMMITTEE APPROVAL	10 September 2018
DATE FULL GOVERNING BODY RATIFICATION REQUIRED	N/A
REVISION DUE DATE	June 2020

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 Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

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 Objectives

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 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/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.

Activity

This section outlines the main activities which the school undertakes, 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 specialist services, such as teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts, as well as the expertise of staff in charge of pupils who have a disability.

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. Much work has already been completed to bring the schools physical environment to support the needs of our various pupils.

Access Plan

		Objectives	What	How	When	Goal / Action
Short term	1	To fulfil compliance of the code of Practice & DDA	Staff & Governors informed of Audit & Accessibility Plan	Audit Governors meeting		School complete, DDA and Accessibility
	2					
Medium term	3	Improve –provision for SEN pupils	Develop pupil knowledge & understanding of disabilities	Assemblies with pupils 7-11	Throughout year	Each year group has been informed about inclusion
	4	Improve provision for SEN pupils	Develop staff awareness			Staff increased awareness skills in working with SEN pupils
Long term	5	Make all points of access in the school fully accessible.	Fit push controls pads on all doors. Ensure ramp access is suitable.	Set aside some PD funding for doors		All areas of the school fully accessible.

Linked Policies

This plan will contribute to the review and revision of related school policies, e.g.

- school development plan
- staff development plan
- building and site development plan
- SEN policy
- Equal Opportunities policy
- curriculum policies