



## Accessibility plan

### Policy Version Control

Policy owner	Ben Curtis
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Responsible committee / individual	Ben Curtis
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## 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 and the Equalities Act 2010

## 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 Academy community for students, and prospective students, with a disability.

## Principles

- Compliance with the DDA is consistent with the Academy's aims and equal opportunities policy, and the operation of the Academy's SEN policy;

- The Academy recognises its duty under the DDA (as amended by the SENDA):-

- 1) Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services

- 2) Not to treat disabled students less favourably

- 3) To publish an Accessibility Plan.

- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);

- The Academy 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 Academy provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpins the development of a more inclusive curriculum:-

- 1) Setting suitable learning challenges

- 2) Responding to students diverse learning needs

- 3) Overcoming potential barriers to learning and assessment for individuals and groups of students.

## Activity

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

### a) Education & related activities

The Academy 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 NHS Trusts.

*[See checklist provided on page 29 DfES Guidance "Accessible Schools: Planning to increase access to schools for disabled pupils"]*

### b) Physical environment

The Academy 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.

*[See checklist on page 30 of DfES Guidance.]*

### 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.

*[See checklist on page 30 of DfES Guidance.]*

## **Action Plan**

### **Short term**

#### **1) Ensure compliance with DDA and Code of Practice**

Staff and governors informed of requirements and obligations of DDA, and of the Accessibility Plan. This will be presented in staff meetings and Governors meetings.

#### **2) Improve availability of written material in alternative forms.**

Academy to be aware of local and county services for converting written information into alternative formats - SENCO researches and discusses with STA services.

#### **3) Improve working environment for students with visual impairment.**

Incorporate appropriate colour schemes when refurbishing, and install blinds on south-facing windows. Seek advice from LA building surveyors.

#### **4) Improve provision for children with ADHD and related disorders.**

Develop staff's knowledge and skills in managing children with ADHD etc. Staff training day, led by EP/SENCO, for teachers and TAs.

#### **5) Maintain access to all ground floor teaching areas for physically disabled staff and pupils.**