



ACCESSIBILITY PLAN

Introduction

This plan is drawn up in accordance with the planning duty in the Single Equality Act 2010. It draws on the guidance set out in The Single Equality Act 2010.

Definition of Disability

In the Single Equality Act, a disability means a physical or a mental condition which has a substantial and long-term impact on your ability to do 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 pupils, and prospective pupils, with a disability.

Principles

- Compliance with the Single Equality Act is consistent with the school's aims and Single Equality and Inclusion Policy, and the operation of the school's SEND policy;
- The school recognises its duty under the Single Equality Act:
 - 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 Single Equality Act (2010).
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her abilities to carry out normal activities, and respects the parents' and child's right to confidentiality
- The school:
 - Provides all pupils with a broad balanced curriculum differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles

- Endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum
- Sets suitable learning challenges
- Responds to pupils diverse learning needs
- Overcomes potential barriers to learning and assessment for individuals and groups of pupils

Activities undertaken by school to achieve these key objectives
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a) Education & related activities

The school will continue to seek and follow the advice of the LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

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.

Our premises are currently fully accessible to people with disabilities and those who use wheelchairs. We have sloping access to external doors rather than steps, wide doorways, a lack of obstructions and an accessible toilet.

Alongside ensuring that any children who attend our school with disabilities have appropriate access to all areas of the premises, we are also intent on ensuring that all parents or other relatives who have a disability have access to the school building when required and are able to experience parents' evenings, productions and other events as easily as possible.

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.

Linked Policies

This plan will contribute to the review and revision of related school policies including SEND and Inclusion and to the school's SEND Local offer.