



Accessibility Policy

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 2010. 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 Single Equality Scheme of 2010.

Definition of Disability

Disability is defined by the Disability Discrimination Act 2010 (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 ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA and Single Equality Scheme of 2010 is consistent with the Trust’s aims and equal opportunities policy, and the operation of the Trust’s SEN policy;
- The Trust recognises its duty to ensure there is no discrimination of any pupil or potential pupil:
 - in relation to their admission to the schools
 - in the way it provides education for pupils
 - in the way it provides access to any benefit, facility or service
 - by excluding a pupil or subjecting them to any other detriment
 - by publishing an Accessibility Policy.

In performing their duties, governors and staff will have regard to the Disability Rights Commission Code Of Practice 1995 and Single Equality Act (2010);

1. The Trust 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;

2. The Trust 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 2014 framework, which underpins 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
 - providing and encouraging children to take advantage of the wide range of opportunities available.

Provision

a) Education & related activities

The Trust will continue to seek and follow the advice of Local Authority (LA) services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The Trust will take account of the needs of pupils, staff 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.

c) Provision of information

The Trust will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

At present, the Trust accommodates all those children with disabilities who attend the schools but will alter the provision accordingly as and when children with other disabilities join.

Linked Policies

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

- School Development Plan
- Inclusion Policy
- SEND policy
- Equality policy
- Curriculum policies.

Date written: Sept 2021 **by:** Alison Simpson

To be reviewed: Sept 2022