



*Love Life  
Love Learning  
Grow in Faith*

## Accessibility Policy

### 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 eliminate (or reduce) barriers of access to the curriculum for pupils and prospective pupils.
- To improve access to the physical environment of the school.
- To improve the delivery of written information to the school community.

### Principles

- Compliance with the DDA is consistent with the school’s aims and equal opportunities policy, and the operation of the school’s SEND 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
- 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;
- If an application is received from a parent of a child with special needs reasonable steps will be taken to find out about the existence and nature of their needs. The

Head teacher, on behalf of the Governors, would enter into negotiation with the appropriate support agencies. Where the circumstances involve alterations to the fabric of the building, the Governors would work in partnership with the LA and Diocese to ensure that the premises offered maximum accessibility.

- 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 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 objectives (above).]

### **a) Education and related activities**

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

### **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, etc.

### **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, etc.

## **Action Plan**

See Access section of SDP – SEN & Buildings & Grounds Improvement

## ***Linked Policies***

This Plan will contribute to the review and revision of related school action plans & policies, eg

- school development plan
- staff development plan
- SEN policy
- Equal Opportunities policy

- Mission Statement and aims of the school
- Whole School Curriculum Plan
- curriculum policies

The plan is also available in the following formats, on request:  
(eg e-mail, enlarged print version, Braille)

**The attached Appendices include: -**

**Appendix 1 Checklist for identifying barriers to access**

## **Appendix 1 Checklist for identifying barriers to access**

**Consider, among other things:**

- all the areas to which pupils should have access, including all academic, sporting, play; these would include classrooms, the assembly hall, playgrounds and common rooms;
- physical structures such as doorways and steps which may act as barriers to pupils who use wheelchairs, toilets facilities and showers;
- the existence of safe pathways of travel around the school site and parking arrangements;
- décor which may be confusing or disorientating for disabled pupils with visual impairment;
- signs which may be confusing or inadequate;
- accessible storage to enable disabled pupils to access aids and equipment;
- arrangements which might prevent the inclusion of people with disabilities affecting their hearing, including rooms with poor acoustics and noisy equipment;
- non-visual guides to assist people to use buildings including lifts with tactile buttons;
- emergency and evacuation systems, including alarms with both visual and auditory components.

### **Identify how the school delivers its curriculum and written materials in alternative formats and ask**

- What provisions are made for making information available to all people who may need access to goods, services and facilities?
- Do you provide information in Braille, large print or on audiotape for pupils and prospective pupils who may have difficulty with standard forms of printed information?
- Do you provide access to computer technology appropriate for students with disabilities?
- Do you ensure that information is presented to groups in a way that is user friendly for people with disabilities which affect their vision e.g. by reading aloud overhead projections and describing diagrams?

- Do you have the facilities to produce written information in a variety of font sizes?
- Do you make use of RNIB guidelines on producing written information in accessible formats?
- Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?
- Do you ensure that teachers and TAs have the necessary training to teach and support disabled pupils?
- Do you make the best use of TAs?
- Are your classrooms optimally organised for disabled pupils?
- Are lessons responsive to pupil diversity?
- Are lessons made accessible to all students?

#### Identifying barriers to access in the school culture

- Is everyone made to feel welcome?
- Are there high expectations of all pupils?
- Do staff, governors and pupils share a philosophy of inclusion?
- Are pupils equally valued?
- Do staff seek to remove all barriers to learning and participation?