



**GUISELEY
SCHOOL**

School Accessibility Plan

Approved in:	November 2006
Last Reviewed on:	10 March 2020
Next Review Date:	Spring term 2022
Governors' Committee:	Resources
Responsible Officer:	Facilities Manager

School Accessibility Plan

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Act 1995, as amended by the Special Educational Needs and Disability Act 2001 (SENDA) and the Special Educational Needs and Disability Act 2005 and the Equality Act (2010). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DfE 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 Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students, and prospective students, with a disability.

Principles

1. Compliance with the DDA and Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy.
2. The school recognises its duty under the DDA (as amended by the SENDA):
 - 2.1. not to discriminate against disabled students in their admissions and exclusions and provisions of education and associated services
 - 2.2. not to treat disabled students less favourably
 - 2.3. to take reasonable steps to avoid putting disabled students at a substantial disadvantage
 - 2.4. to publish an Accessibility Plan.
3. In performing their duties, governors and staff will have regard to the Disability Rights Commission Code of Practice (2002).
4. 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.
5. The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students; and endorses the key principles in the National Curriculum 2000 framework (updated 2014).
 - 5.1. setting suitable learning challenges
 - 5.2. responding to students' diverse learning needs
 - 5.3. overcoming potential barriers to learning and assessment for individuals and groups of students.

Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objectives.

a) Education and related activities

The school will continue to seek and follow the advice of LA services and of appropriate health professionals from the local NHS Trusts.

All staff adhere to the SEND code of practice and Quality First Teaching. Staff have professional development in SEND delivery. Specific training with reference to disabilities and Equality and Diversity is also provided.

b) Physical environment

The school 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.

The school has improved ground floor access with ramps and handrails being installed wherever needed. For improved access for those with visual impairment, the nosings to main school staircases have been picked out in a bright contrasting colour so that the stairs can be easily identified. All redecoration schemes are designed with visual impairment in mind.

The lift in the Maths and Library block allows those with access difficulties to gain access to the first floor. An accessible toilet/wash room in the same block is provided next to the lift on the ground floor and near to existing toilet facilities. There is also an accessible toilet near to reception. A 'rise and fall' work station is provided in one of the food technology rooms in the same block.

As part of the PSBP2 programme, 80% of the school buildings are being replaced. This will involve a phased construction of two new buildings and demolition of those buildings they replace. Both new buildings will fully comply with Building Regulations and the DDA and Equality Act 2010. Each new building will have a lift and all ground floor access is level. The new car park being constructed in this scheme will have ample disabled parking including a charging point for a disabled electric vehicle.

c) Provision of information

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

Responsibility for the provision of this information rests with the Director of Inclusion who is responsible to one of the Assistant Heads.

d) Financial planning and control

The Headteacher with the Leadership Team, together with the Governors' Personnel and Resources Committee will review the financial implications of the School Accessibility Plan as part of the normal budget planning process. The School Accessibility Plan is integrated into the School Development Plan.

The School access plan was reviewed in March 2020 and there were no points arising from that review.

Linked Policies

This plan will contribute to the review and revision of related school plans and policies including:

- School Improvement Plan
- Staff Professional Development Plan
- SEND Policy
- Equality Policy
- Curriculum Policies