



Accessibility Policy and Plan

Author	Written/ Reviewed	Passed by Governors	Next Review
N Toplass	November 2019	November 2019	November 2022

Document Purpose

This policy is drawn up in accordance with 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 the DfES.

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 learning and to achieve full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by SEND)
- 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

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

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.

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 key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum, including:-

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Accessibility Plan- Identifying Barriers to Access
Review Autumn 2020

Organisational Are the following made accessible to all students		Necessary Actions	Target Completion Date
school visits, including overseas visits	Yes	na	
School discipline and sanctions.	Yes	na	
School clubs and activities.	Yes	na	
Attitudinal			
Does the school consider students with disabilities	Yes	na	
Do teachers and teaching assistants having the necessary training to teach and support disabled pupils?	Yes	na	
Do staff recognise and allow for the additional time required by some students to use equipment in practical work?	Yes	na	
Do staff have high expectations of all pupils?	Yes	na	
Do staff seek to remove all barriers to learning and participation?	Yes	na	
Do staff encourage and support all students to interact with peers.	Yes	na	

Physical access			
Are your classrooms optimally organised for different students?	No	room sizes to be increased at TBL to improve current and future group management	Sep 2022
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	Yes	na	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	Yes	na	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	Yes	na	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities	Yes some students have PEEPs	na	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	no	na	
Are areas to which pupils should have access well lit?	Yes	na	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	Yes	na	

Physical access			
Is furniture and equipment selected, adjusted and located appropriately?	Yes	na	
Do all students have access to school facilities as required?	Yes	na	
Can students access activities to support the curriculum, e.g. drama group visiting school.	Yes	na	
How the school deals with emergency procedures	Yes	na	
Do all students have access to breaks and lunchtimes as appropriate?	Yes	na	
Is food provided for a wide range of student needs at meal times?	Yes	na	
Curriculum Access	Audit Completed		
Do lessons provide opportunities for all pupils to achieve?	Yes		
Are lessons responsive to pupil diversity?	Yes		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes		
Are all pupils encouraged to take part in music, drama and physical activities?	Yes		
Do staff provide alternative ways of giving access to experience or understanding for students who cannot engage in particular activities, for example some forms of exercise in physical education?	Yes		

Do you provide access to computer technology appropriate for students with disabilities?	Yes		
Appropriate assessment and exam arrangements are made for students with additional needs.	Yes		
Information Access			
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	Yes	As required	
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?	Yes	na	
Do you have the facilities such as ICT to produce written information in different formats?	Yes	na	
Do you ensure that staff are familiar with technology an practices developed to assist people with disabilities?	Yes	na	
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for parents and prospective parents who may have difficulty with standard forms of printed information?	Yes	As required	

Accessibility Plan- Key Recommendations

KEY RECOMMENDATIONS	Actions	Responsible Person	Target date
To develop the TBL site to allow for more students and bigger groups in line with DFE guidance	To present case to LA for room extensions and site reorganisation To identify required building work for expansion of the TBL site To incorporate expansion into school development plan To effect all necessary arrangements for school expansion	NT	Sep 2022