



# ACCESSIBILITY POLICY

Linked policies: School Improvement Plan; SENs policy and information report; SEN local offer; Single Equality and Community Cohesion Policy

September  
2017  
– July 2020

## **Introduction**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by 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 DfES 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, where possible, eliminate barriers to accessing the curriculum and to full participation in our community for pupils, and prospective pupils, with a disability.

## **Principles**

Compliance with the DDA is consistent with St Philip's aims and equal opportunities policy, and the operation of St Philip's SENs policy. St Philip's 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.

In performing their duties governors and staff will regard the DRC (Disability Resource Centre) Code of Practice Post 16 (2007).

At St Philip's we recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality.

At St Philip's we provide 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, which underpin 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.

This plan sets out the proposals of the governing body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school to increase access to education for disabled pupils can participate in the school curriculum;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced and revised as necessary and reported on annually. Below is a set of actions plans showing how the school will address the priorities identified in the plan.

### **The main priorities in our school's plan are:**

#### Access to the curriculum and related activities

At St Philip's we 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.

#### Access to the Physical environment

1. At St Philip's we will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.
2. Extending the car park to ensure available and accessible disabled parking.
3. Install window blinds to benefit and make class rooms more accessible to pupils with visual impairments.

#### Access to Information

1. At St Philip's we will try to ensure that we are aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.
2. Provision of translation service for EAL parents.
3. Plan to increase the use of interpreters particularly for both statutory and non-statutory reviews.

### **Linked Policies**

This plan will contribute to the review and revision of related school policies eg

School Improvement Plan

SENs policy and information report

SEN local offer

Single Equality and Community Cohesion Policy

This accessibility plan will be available from school upon request and will also be displayed on our school website alongside our Single Equality and Community Cohesion Policy.

Date:

Signed

Head Teacher

Chair of Governors