



Heworth Grange

Policy Name: Accessibility Plan

Policy Date: September 2019

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Policy Document

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Date: Sept 19

Definition of Disability

“A person has a disability if he /she has a physical or mental impairment that has a substantial and long- term adverse effect on his/her ability to carry out normal day to day activities”

Disability Discrimination Act 1995 (DDA)

Main Objectives

- To reduce and eliminate barriers to access to the curriculum
- To have full participation in the school community for pupils, prospective pupils and adult users with a disability

Principles

This plan has been produced in accordance with the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It uses the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, which was issued by DFES in July 2002.

Compliance with the DDA is consistent with the school’s aims, equal opportunities policy, and the operation of the school’s SEN 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

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

The school:

- Recognises and values parent’s knowledge of their child’s disability and its effect on his/her ability
- Respects the parent’s 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 style, by

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.

Endorsing the key principles in the National Curriculum Framework, which underpins the development of a more inclusive curriculum.

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

- Equal Opportunities Policy
- Teaching and Learning Policy

Provision

This section outlines the main provisions that the school has made and is planning to make, to achieve the key objectives.

Delivery of the Curriculum

Staff receive training in making the curriculum accessible to all pupils and are aware of its importance.

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

Physical Environment

The school is currently going through a major rebuild and refurbishment, which will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and making further improvements and refurbishments of the premises through BSF

Provision of information in other formats

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

REVIEWED BY: Business Manager

Date 09/19

Next review date 09/20