



# Policy for Accessibility Plan

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## 1.0 Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN 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 DfES in July 2002.

Netherhall Learning Campus buildings are well designed and equipped to meet the needs of users with a disability.

- Both Early Years and KS1 are on the level and whilst the Early Years department is situated downstairs there is a lift enabling access to both floors of the building.
- The school has got several specially equipped bathroom/toilet areas and a purpose built physiotherapy suite.
- All public access rooms, including front and back entrances, toilets, library and hall are situated on the ground floor, with no steps
- A disabled toilet is available

## 2.0 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."

## 3.0 Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the Campus community for pupils, prospective pupils and adult users with a disability. This can be seen in the three aims outlined below;

Increasing the extent to which disabled students can participate in the Campus's curriculum.

Improve the physical environment of the Campus for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the Campus.

Improve the delivery to disabled students of information which is readily accessible to students who are not disabled.

## Principles

Compliance with the DDA is consistent with NLC's Equality, Diversity and Cohesion Policy, and the operation of NLC's SEN policy. NLC 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).

NLC 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.

NLC 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 2000 framework, 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.

#### **4.0 Activity**

In order to achieve the key objective Netherhall Learning Campus has identified the following points for action

##### **a) Education & related activities**

School staff are well trained in making the curriculum accessible to all children and the school has a commitment to ensuring training is reviewed and renewed where appropriate.

NLC is also able to offer a range of assistive technology suited specifically to meet an individual child's needs. Examples of technology that can help include:

- touch-screen computers, joysticks and trackerballs
- easy-to-use keyboards
- interactive whiteboards
- text-to-speech software
- software that connects words with pictures or symbols

NLC will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

##### **b) Physical environment**

NLC will take account of the needs of children 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.

##### **c) Provision of information in other formats**

NLC will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested

#### **5.0 Linked Policies**

This plan will contribute to the review and revision of related school policies e.g.

- School Improvement Plan
- Staff development plan
- ANT policy
- Equality, Diversity and Cohesion Policy
- Inclusion Policy