

## Northern Parade Schools - Accessibility



### Accessibility

<b>Date:</b>	November 2016	<b>Review Date:</b>	November 2019
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We believe that we work hard to ensure that the culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treat one another with respect. This school provides pupils with the opportunity to experience understand and value diversity.

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA) this policy and plan has been devised. It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002.

#### **The definition of disability is:**

"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". (Disability Discrimination Act 1995 (DDA))

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

#### **Aim**

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

#### **Principles**

- Compliance with the Disability Discrimination Act 1995 is consistent with the:
  - School's aims
  - Equal opportunities policy
  - SEN policy
- We recognise that we have a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:

## **Northern Parade Schools - Accessibility**

- discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
  - treat disabled pupils less favourably
  - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- Governors and staff, while performing their duties, will have regard to the Disability Rights Commission Code of Practice (2002).
  - We will work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities. We respect the child's and parents right to confidentiality.
  - We will provide all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.
  - We endorse the key principles in the National Curriculum 2000 framework which underpins the development of a more inclusive curriculum by:
    - setting suitable learning challenges
    - responding to pupil's diverse learning needs
    - overcoming potential barriers to learning and assessment for individual and groups of pupils

### **School Accessibility Plan**

We have identified the following points of action as the main focus of the School Accessibility Plan namely:

- Delivery of the curriculum
- The physical environment of the school
- Provision of information in other formats

### **Associated School Policies and Plans**

- SEN Policy
- Equal Opportunity Policy
- Curriculum Policies

### **Effectiveness**

We believe this policy will be effective only if we ensure consistency across the school by regular monitoring.

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	

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