



---

## Accessibility Plan

---

2018

---



## Introduction

The SEN and Disability Act (2001) amended part 4 of the Disability Act (1995) by placing new duties on LAs and school in relation to disabled pupils and prospective pupils. From September 2002, it has been unlawful for schools and LAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services.

## Aims

There are three main duties:

- Not to treat disabled pupils less favourably
- To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage
- To prepare accessibility strategies (LAs) and accessibility plans (schools) for increasing over time the accessibility of schools for disabled (the “planning duty”).

The duty not to discriminate covers all aspects of school life, including extra-curricular activities, educational visits and school trips. The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the school.

## Policy

### **DEFINITION OF DISABILITY**

The Disability Discriminatory Act (DDA) states that a “person has a disability if he or she has a physical or mental impairment that that has a substantial and long term adverse affect on his or her ability to carry out normal day to day activities.”

The Education Act (1996) states that “children have a special education need if they have a learning difficulty which calls for special education provision to be made for them.” Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA.
- Are under compulsory school age and fall within the above definitions or would do so if special educational provision was not made for them.
- Pupils with a disability must not automatically be considered to have a special educational need.



We recognise that need for the Phoenix School to consider both Government and Local Authority strategies, ensuring that accessibility is a constant feature of the School Improvement Plan. The Premises Committee will have responsibility for school accessibility.

- Under these duties the committee will consider current and future needs under the following headings.

### **PHYSICAL ENVIRONMENT**

- Improve the signage – exterior to school
- Consider classroom layouts on an annual basis taking into account the needs of the particular group of pupils
- After 2 years of development initiate re decoration programme
- Liaise with Local Authority regarding Asset Management Plan.

### **SCHOOL CURRICULUM**

- Annual review of display/storage to take into account needs of each group of pupils
- Audit of current equipment
- Explore range of equipment available
- Consider new equipment in light of pupil and staff needs
- Staff training on identifying barriers to access

### **DELIVERY OF INFORMATION**

- To offer translations if necessary
- Be aware of the need to present information (e.g. prospectus, newsletter and letters home)

Written by: Leadership Team	Date: May 2018
Approved by:	Next review due by: