

# Stopsley High School

## Accessibility Plan

Ratified by the Governing Body      9<sup>th</sup> November 2015

To be reviewed (3 yearly)              8<sup>th</sup> November 2018

### 1. RATIONALE

The Accessibility 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). It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by the DfES in July 2002.

### 2. DEFINITION OF DISABILITY

Disability is defined by the Disability Discrimination Act 1995 (DDA) as follows: “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. KEY OBJECTIVE

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

### 4. PRINCIPLES

Compliance with the DDA is consistent with the school’s aims and Equality Duty and the operation of the schools SEN policy. The school recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services;
- not to treat disabled students less favourably;
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage;
- to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the Disability Rights Commission Code of Practice (2002). The school recognises and values

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.

The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles which underpin the development of a highly inclusive curriculum; these include:

- setting suitable learning challenges;
- responding to students diverse learning needs;
- overcoming potential barriers to learning and assessment for individual and groups of students.

This plan will contribute towards the review of the school achieving excellence plan and to related school policies including:

Teaching and Learning  
Equality Duty  
Special Educational Needs

## **5. ACTIVITY**

This section outlines the main activities Stopsley High School has undertaken and is planning to undertake, to achieve the key objective:

## **6. PHYSICAL ENVIRONMENT**

The current site is being redeveloped as a new school which will be open in October 2015. The completed works will ensure that the school complies with DDA regulations including adaptable furniture available in all departments, lifts available throughout the school, designated disabled parking, toilet facilities and refuge points. Evacuation chairs will have to be provided at strategic locations around the school site and a number of staff will be been trained in their use to assist with the evacuation of disabled students/staff or visitors.

The school currently works hard to ensure that it is compliant and that the environment is fully accessible, this includes:

- access to lessons on lower floors where a student or adult is unable to use the stairs.
- There is currently no immediate need to address other developments in the school however, the school will take account of these and other needs of students and users of the school with physical difficulties when planning and

undertaking future improvements and refurbishments of the school environment.

### **Delivery of the curriculum**

School staff receive training in making the curriculum accessible to all students and are aware of its importance. The school will continue to seek and follow the advice of Local Authority services, appropriate health professionals from the NHS or any other suitable professional bodies. The school will continue to ensure that the curriculum is accessible and where needed review this on an individual basis for students to ensure that they are not disadvantaged. Where additional support is required relevant staff will receive appropriate training to ensure the support can be delivered.

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

The school is aware that information can be provided in alternative formats to ensure access to the curriculum and this will be provided when requested or required.

## **7. MONITORING, EVALUATION & REVIEW**

This policy will be reviewed as it is deemed appropriate, but no less than every 2 years. The responsibility for the review and implementation of this policy lies with the Headteacher and the Personnel and Curriculum Committee.