



Accessibility Policy and Plan

Introduction

This plan is drawn up in accordance with the Equality Act 2010 and replaces all existing equality legislation, for example the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

Definition of Disability

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long term' negative effect on your ability to do normal daily activities.

Key Objective

To reduce and eliminate barriers to the curriculum and provide full participation in the school community for students and prospective students with a disability.

Principles

Compliance with the Equality Act 2010 is consistent with the school's aims, the Equality Opportunities Policy and the operation of the school's SEN Policy.

The school recognises its duty under the Equality Act

- Not to discriminate against disabled student in our admissions, exclusion and provision of education and associated services, subject to the school being able to meet needs
- Not to treat disabled students less favourably
- To take reasonable steps to avoid putting disabled student at a substantial disadvantage
- To publish an Accessibility Plan

The school recognises and values parent/carer's knowledge of their child's disability and its effect on their ability to carry out normal activities and respect that parent/carer's 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 using their preferred learning styles and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to students' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of students.

Activity

This section outlines the main activities that the school undertakes and is planning to undertake, to achieve the key objective.

Education and Related Activities

The school will continue to seek and follow the advice of the Local Authority and other specialist advisers, for example, occupational therapists, educational psychiatrists, speech therapists and other appropriate health professionals.

Physical Environment

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments, when planning and undertaking improvements and refurbishments of the site and premises, in respect of improved access, lighting, colour schemes and more accessible facilities.

Provision of Information

The school will make itself aware of local services including those provided through the Local Authority that may be able to assist with information, strategies in relation to disabled students.

Accessibility Plan

Gathering Information and Communication	Intermediate 1-3 Years	Long Term 3 Years +
School invitations/posters (e.g. plays, parent/carer meetings, concerts, fetes) include a sentence requesting information in advance of any special requirements e.g wheelchair access	Invitations/posters which are sent out prior to an event that ask if there are any access requirements	Ongoing

Students to be accessed in respect of any reasonable adjustments that need to be made in relation to their needs in order to take examinations	Examinations Officer to keep files in relation to students to show evidence of need in respect of reasonable adjustments – extra time, scribe, reader. Examinations Officer to liaise with SEN Manager with regard to needs identified by Education Health Care Plan and/or Educational Psychiatrist	Ongoing
Improving Access to the Curriculum	Intermediate 1 - 3 Years	Long Term 3 Years +
Monitor disabled students' achievements in examinations	Continuously assessed	Ongoing
Ensure that all teaching staff of disabled students are informed of individual students' needs	SEN Audits in place for all vulnerable students and distributed to all teaching staff	Ongoing
All students requiring wheelchair access to be accommodate on the ground floor	At present the school has no student that requires wheelchair access so as and when required	N/A
Premises	Intermediate 1 - 3 Years	Long Term 3 Years +
The school was formerly a bed and breakfast establishment partly converted into school classrooms in September 2012 and is spread over two floors The school has a number of stand-alone buildings, barn, studio, garden room, pastoral room, wherever possible the school has incorporated measures to improve the standard of the facilities in line with legislation If a member of staff or student with an accessibility issue is admitted to the school, a risk assessment will be carried out and where	Regular maintenance of the whole school site	Ongoing

practical, measures put in place to assist their accessibility		
A personal emergency evacuation plan (PEEP) will be carried out for every disabled student or member of staff	As and when required	N/A

Northleigh House School does not currently have any physically disabled student(s) or member(s) of staff but would put in place measures to support any individual(s) should they attend the school.

1. Authorised by: _____ Headteacher

Date: July 2017

2. Authorised by: _____ Chair of Trustees

Date: July 2017

Review Date: **September 2019**