

# Lakeside School

## Accessibility Plan

### 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). 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.

### 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”.

### Key Objective

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

### Principles

- Compliance with the DDA is consistent with each school’s aims and with the Federation Equalities Policy, and the operation of the SEN policy in the school;
- The school 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, the Governing Body and staff in the school will have regard to the DRC Code of Practice (2002);

- The school will recognise and values parents' knowledge of their child's disability and its effect on his ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school will provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorse 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.

## **Activity**

This section outlines the main activities which each school undertakes, and is planning to undertake, to achieve the key objective (above).

### **a) Education and related activities**

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

### **b) Physical environment**

The school will take account of the needs of pupils 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**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

## **Access Action Plan**

The school will consider the actions necessary to improve access to the curriculum and learning; the physical environment; and in the provision of information, for all students with special needs and disabilities as part of its school improvement planning processes. Actions to reduce barriers and to enable improved access to the curriculum and participation in the school community are published as part of the School Improvement Plan (SIP) in the school. The governing body monitors and reviews progress with the school's SIP through the Governing Body at least annually.

## **Linked Policies**

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

- school improvement/development plan
- staff development plan
- SEN policy
- Equal Opportunities policy
- curriculum policies

Governing Body reviewed and approved March 2017

Review of progress on actions at least annually through SIP review by the Governing Body.