



Accessibility Policy

Date of review: March 2017

Agreed by:

Chair of Governors

[Signature]

Date: 30/3/17

Headteacher

Joanna Jones

Date: 26/3/17

Comments from the person conducting the review:

- Policy transferred to the Trust policy format
- Policy is legally compliant in relation to changes in the law and guidance
- Updated to include information about accessibility of the school buildings and the website.



Introduction

This policy 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 and the guidance issued in 2006.

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.”

Principles

Compliance with the DDA is consistent with the school’s ethos, Equal Opportunities Policy, Inclusion Policy, Single Equality Scheme, Disability Policy and the operation of the school’s Special Educational Needs and Disability (SEND) Policy;

The school recognises its duty under the DDA (as amended by the SENDA):

- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a disadvantage
- To publish an Accessibility Plan

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002, revised in 2004);

- The school recognises and values parents’ knowledge of their child’s disability and its effect on his or her ability to carry out normal activities, and respects the parents’ and child’s right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principals in the National Curriculum 2014 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

Access to the Curriculum

Northern House will continue to seek and follow advice from external agencies such as the Integrated Speech, Language and Communication Service, the Special Educational Needs Support Service (SENS), Educational Psychology Services and private therapists employed directly by the school.



Through the Annual Review cycle, including the monitoring of Statements of Special Education Needs (SSEN) and Education, Health and Care plans (EHCP), and reviewing progress against the Annex A Next Step documents, the school aims to ensure that the individual needs of each pupil are met by developing and accessing appropriate provision.

Physical Access

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.

All new building on the site meets the requirement of the DDA; the main house, due to its listed status is unable to be modified to improve access to the first floor. To ensure that all members of the school community have equal access to our teaching rooms, the first floor is used as office space and as the staffroom. Northern House School ensures that meetings are either held on the ground floor or in the building that is fitted with a lift, enabling ease of access for parents, carers and visitors.

Access to 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. The school will be aware of parents and carers that have literacy difficulties and will endeavour to ensure that they are telephoned to share letters and reports that are sent home. Parents and carers that may require support with the completion of forms will be invited to complete them at school with the sensitive support of a member of staff. Northern House School is committed to avoiding unnecessary and complicated jargon in written communications and is working on adding reading software and audible clips on the website.

This policy should be read alongside:

Health and Safety Policy

Special Educational Needs and Disability Policy

Equal Opportunities Policy

Single Equality Scheme

Disability Policy

Engaging Pupils Policy

Teaching and Learning Policy

Curriculum Policies

Accessibility Plans

