



## **NORTHERN HOUSE SCHOOL ACADEMY TRUST SCHOOL ACCESSIBILITY POLICY**

### 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 aims and equal opportunities policy, and the operation of the school’s SEN 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);

The Trust recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parents’ and child’s right to confidentiality;

The Trust 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 principles in the National Curriculum 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 (SENSS) and the Educational Psychology Services.

Through the Education, Health and care Plan process, we will ensure that we meet the individual needs of each pupil by designing and attaching appropriate provision.

Physical Access

The schools 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 sites and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Access to Information

The schools will make themselves aware of local services, including those provided through local authorities, for providing information in alternative formats when required or requested.

Linked Policies

This Plan will contribute to the review and revision of related school policies:

- School Development Plan
- Health & Safety Policy
- SEN Policy
- Equal Opportunities Policy

Signed

Headteacher:.....Date .....

Chair of Governors ..... Date .....

**Review Date: April 2018**