



ACCESSIBILITY PLAN

The Diocese of Sheffield Academies Trust is committed to the view that each child is unique and of infinite value to God.

Definition of Disability

“A person has a disability if he /she has a physical or mental impairment that has a substantial and long- term adverse effect on his/her ability to carry out normal day to day activities”

Disability Discrimination Act – 1995 (DDA)

Main objectives

To reduce and eliminate barriers to access to the curriculum

To engineer success for all

To have full participation in the academy community for students, prospective students and adult users with a disability

These objectives are in accordance with the school development plan.

Principles

This plan has been produced in accordance with the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It uses the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, which was issued by DFES in July 2002.

Compliance with the DDA is consistent with the school’s aims, equality policy, and the operation of the school’s SEN policy.

The academy 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 trust and staff will have regard to the DRC Code of Practice (2002)

The academy:

- Recognises and values the parent’s knowledge of their child’s disability and its effect on his/her ability
- Respects the parent’s and child’s right to confidentiality

The academy provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning style, by:

- setting suitable learning challenges
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment for individual and groups of students.
- endorsing the key principles in the National Curriculum Framework, which
- underpins the development of a more inclusive curriculum

This plan will contribute to the review of the school development plan and to related school policies including:

- Equality Policy
- Teaching and Learning Policy

Provision

This section outlines the main provisions that the academy has made and is planning to make, to achieve the key objectives.

Delivery of the Curriculum

Staff receive training in making the curriculum accessible to all students and are aware of its importance.

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

Physical Environment

The site has been made more accessible to make access easier...

Ramp in place in car park for disabled access to the grounds

Disabled parking to allow access directly into school, via the ramp or via level door entry to main school building

Two accessible toilets – one near the main entrance and one and one on the key stage 1 corridor.

A premises accessibility plan is available in the school office.

The academy will take account of the needs of students and other users with physical difficulties and sensory impairments when planning and making further improvements and refurbishments of the premises such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Provision of information in other formats

The academy is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

The plan is also available on the academy website or on request from the Headteacher, in the following formats: - email, enlarged print version, other formats by arrangement.

