



King
Ecgbert
School

Accessibility Plan

September 2019

King Egbert 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 students", issued by DfES in July 2002. Disability is considered a 'protected characteristic' under the Equality Act 2010. Therefore it is unlawful, in the context of education, for an education provider to discriminate directly or indirectly against a pupil on the basis of their disability.

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/or eliminate barriers to accessing the curriculum and to full participation in the King Egbert School community for students, and prospective students, with a disability.

Principles

Compliance with the DDA is consistent with King Egbert School's aims and equal opportunities policy, and the operation of King Egbert School's SEN policy. King Egbert recognises its duty under the DDA (as amended by the SENDA):-

- not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- not to treat disabled students less favourably
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage
- to publish an Accessibility Plan.

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

King Egbert 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.

King Egbert provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum, 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

a) Education & related activities

King Egbert 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

King Egbert School will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

c) Provision of information

King Egbert School will make itself aware of local services, including those provided through the LA, 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, e.g.

- School improvement plan
- Building and site development plan
- SEND policy
- Equality policy
- Curriculum policies.