



**GUISELEY  
SCHOOL**

A THINKING SCHOOL

## School Accessibility Plan

<b>Approved in:</b>	November 2006
<b>Last Reviewed on:</b>	06 December 2016
<b>Next Review Date:</b>	Autumn term 2019
<b>Governors' Committee:</b>	Resources
<b>Responsible Officer:</b>	Director of Administration and Finance

# School Accessibility Plan

## Introduction

This plan is drawn up in accordance with the planning duty in the Disability Act 1995, as amended by the Special Educational Needs and Disability Act 2001 (SENDA) and the Special Educational Needs and Disability Act 2005 and the Equality Act (2010). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DfE 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 students, and prospective students, with a disability.

## Principles

1. Compliance with the DDA and Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy.
2. The school recognises its duty under the DDA (as amended by the SENDA):
  - 2.1. not to discriminate against disabled students in their admissions and exclusions and provisions of education and associated services
  - 2.2. not to treat disabled students less favourably
  - 2.3. to take reasonable steps to avoid putting disabled students at a substantial disadvantage
  - 2.4. to publish an Accessibility Plan.
3. In performing their duties, governors and staff will have regard to the Disability Rights Commission Code of Practice (2002).
4. The school 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.
5. The school 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 2000 framework, which underpin the development of a more inclusive curriculum as amended by the National Curriculum 2014:
  - 5.1. setting suitable learning challenges
  - 5.2. responding to students' diverse learning needs
  - 5.3. overcoming potential barriers to learning and assessment for individuals and groups of students.

## Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objectives.

### a) Education and related activities

The school will continue to seek and follow the advice of LA services and of appropriate health professionals from the local NHS Trusts.

From May 2014 all staff have had training in the implications of the new code of practice and Quality First Teaching. Staff have continual professional development in personalised learning. Specific training with reference to disabilities and Equality and Diversity is provided as required.

### b) Physical environment

The school will take account of the needs of students 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.

The school has improved ground floor access with ramps and handrails being installed wherever needed. For improved access for those with visual impairment, the nosings to main school staircases have been picked out in a bright contrasting colour so that the stairs can be easily identified. All redecoration schemes are designed with visual impairment in mind.

The lift in the Maths and Library block allows those with access difficulties to gain access to the first floor. An accessible toilet/wash room in the same block is provided next to the lift on the ground floor and near to existing toilet facilities. There is also an accessible toilet near to reception. A 'rise and fall' work station is provided in one of the food technology rooms in the same block.

### c) Provision of information

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

Responsibility for the provision of this information rests with the Director of Inclusion who is responsible to one of the Assistant Heads.

### d) Financial planning and control

The Headteacher with the Leadership Team, together with the Governors' Resources Committee will review the financial implications of the School Accessibility Plan as part of the normal budget planning process. The School Accessibility Plan is integrated into the School Development Plan.

The School access plan was reviewed in November 2016 and all points arising from that review have been actioned.

## Linked Policies

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

- School Development Plan
- Staff Professional Development Plan
- Governor Development Plan
- School Asset Plan
- SEND Policy
- Equality Policy
- Curriculum Policies