



GUISELEY SCHOOL

Accessibility Policy

Approved on:	10 May 2022
Last reviewed and updated:	10 May 2022
Next Review Date:	Spring Term 2025
Governors' Committee:	Resources
Responsible Officer:	Operations Director

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 Objectives

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 Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010, opportunities policy, and the operation of the school's SEND policy.
2. Schools must implement accessibility plans which are aimed at:
 - increasing the extent to which disabled pupils can participate in the curriculum;
 - improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
 - improving the availability of accessible information to disabled pupils.
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 their 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 endorses the key principles in the National Curriculum 2000 framework (updated 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.

All staff adhere to the SEND code of practice and Quality First Teaching. Staff have professional development in SEND delivery. Specific training with reference to disabilities and Equality and Diversity is also provided.

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 nosing's to the general teaching and sports and arts blocks 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.

All blocks over one story have a lift. The IT team issue lift passes to those who require them.

The majority of teaching blocks have accessible toilets with emergency pull cords provided.

A 'rise and fall' work station is provided in one of the food technology rooms.

The new car park being constructed in the PSBP2 scheme will have ample disabled parking including a charging point for a disabled electric vehicle.

c) Provision of information

The school has made itself aware of local services, including those provided through the local authority, for providing information in alternative formats when required or requested. [d\) Financial planning and control](#)

The Headteacher with the Leadership Team, together with the Governors' Personnel and 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.

Linked Policies

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

- School Improvement Plan
- Staff Professional Development Plan
- SEND Policy
- Equality Policy
- Curriculum Policies