



Blanche Nevile School Accessibility Plan

Introduction

This plan is drawn up to implement the Blanche Nevile School's School Planning Duty for Disabled Access. This planning duty arises from changes made to the Disability Discrimination Act 1995 by the SEN and Disability Act 2001 (SENDA) and The Equality Act 2010. The plan is written in accordance with the Department for Education guidance publication 'Accessible Schools: Planning to increase access to schools for disabled students'. The Equality Act 2010 covers all activities that occur in schools.

Definition of Disability

The Equality Act 2010 defines disability as:

'a physical or mental impairment which has substantial and long term adverse impact on a person's ability to carry out normal everyday activities'. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on students' everyday lives. This includes students with ASD (Autistic Spectrum Disorders), ADHD (Attention Deficit Hyperactivity Disorder) and any linked with CAMHS/Deaf CAMHS (Child and Adolescents Mental Health).

Key Objective

The school is aware of its obligation under Schedule 10 of The Equality Act 2010 to have a three-year accessibility plan. The aim of this three-year plan is to set out how Blanche Nevile School is committed to providing a rich and inclusive environment to enable all students to participate fully in the school community by identifying and eliminating barriers that could prevent this.

Key Responsibilities

The school recognises that the following are key responsibilities underpinning the planning duty.

- Not to discriminate against disabled students in their admissions and exclusions, and
- provision of education and associated services
- To treat disabled students equally
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage

School Principles

- When performing their duties all staff and governors will have regard to the DRC Code of Practice (2002).
- Compliance with the requirements of the DDA is key to all school policies.
- All children are individuals and entitled to the best education they can receive regardless of any disability they may have.
- Access to Education means making a full school life accessible to the disabled student, including extracurricular activities and events.

- The school provides all students with a broad and balanced curriculum, tailored to meet their individual learning requirements.
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities.
- The school recognises the parents' and child's right to confidentiality.

Activities

Over the next three years the school will undertake to meet its key objective by developing three key areas:

- **Access to the Curriculum**
- The school undertakes to assess its provision of curriculum to students on a regular basis, and to use this information to better tailor the curriculum to student requirements.
- The identification of barriers to participation in all areas of school life must be a priority and where necessary, adjustments should be made to the curriculum and teaching methods.
- The school undertakes to create a challenging and personalised curriculum where suitable learning challenges are set and progress of individual's achievements can be assessed.
- The school senior team identifies staff development needs to improve their ability to meet the needs of students and include these within the performance management systems.

Access to the Physical Environment

- The school will audit existing facilities and develop ways of making the physical environment more accessible to people with disabilities.
- Within the context of our two school buildings (Primary department and Secondary department), which both contain steps and levels, with staircases and corridors, all refurbishment will be undertaken with the intention of improving access for disabled students, staff and visitors.
- The school will consider how different disabilities have specific requirements and how they can be best catered for within the school environment.
- The school will consider ways of providing the most suitable aids and resources outside of the child's SEN, or health, provision.

Access to Information

- The school will audit existing methods of providing information and the media utilised and develop these to improve accessibility.

School Accessibility Statement

Staff must ensure that the specific needs of every student have been met by forward planning of every lesson, and the production of differentiated material to meet identified needs. The school will adopt an inclusive attitude towards parents, carers and all visitors.