



ACCESSIBILITY AND ENABLEMENT PLAN

POLICY NUMBER:	NS-010
Links to:	
Review frequency	Every Three Years
Date policy approved and adopted:	24 January 2018
Policy agreed by:	Full Governing Body
Date policy published:	February 2018
Next review date:	January 2021

THE NORTH SCHOOL ACCESSIBILITY AND ENABLEMENT PLAN

This accessibility plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 with the amendments made to the 2005 Act, 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.

Definition of Disability

“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” (1995) with amendments from 2005 Disability Discrimination Act;
 “a person who has cancer, HIV infection or multiple sclerosis is to be deemed to have a disability, and hence to be a disabled person”.
 (“HIV infection” means infection by a virus capable of causing the Acquired Immune Deficiency Syndrome.”)

<u>Curriculum Accessibility</u>					
Key Objective = to reduce and eliminate barriers to enable access for all to the curriculum where possible, along with full participation in the school community for students, prospective students and our adult users with a disability.					
<u>Standard</u>	<u>Activity</u>	<u>Recipients</u>	<u>Timescale and cost</u>	<u>Success Criteria</u>	<u>Outcome</u>
Increase extent to which disabled students can participate in the schools' curriculum.	Extend provision of allocated laptops for diagnosed conditions.	Students with diagnosed Dyslexia. Hypermobility or any other physical disability which would impair a students' ability to write.		Greater use of ICT by students with recording difficulties due to learning and/or physical Students are able to work independently without suffering physical pain due to handwriting.	

<u>Standard</u>	<u>Activity</u>	<u>Recipients</u>	<u>Timescale and cost</u>	<u>Success Criteria</u>	<u>Outcome</u>
Setting suitable challenges	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.	All students.		Appropriate curriculum in place to meet students' needs.	Students make acceptable levels of progress depending on baseline data.
Responding to students' diverse learning needs	Review and deliver AEN training as part of induction process and CPD.	Newly appointed staff, TAs and existing teaching staff.		Improvement to teaching and learning. Class teachers are aware of a range of strategies to meet students displaying SEN. This is monitored through observations and scheduled learning walks.	Effective deployment of TA support. SEN guidance provided with strategies and guidance on different SEN for example, ASD, Dylsexia, VI etc . . .
Overcoming potential barriers to learning and assessment for individuals and groups of people.	SEN department to provide individualised support where required.	Students with Hypermobility or other conditions impairing physical mobility.		Student's attendance remains at a good level and academic progress continues to rise as expected.	

Physical Accessibility

<u>Standard</u>	<u>Activity</u>	<u>Recipients</u>	<u>Timescale and cost</u>	<u>Success Criteria</u>	<u>Outcome</u>
<p>Improve the physical environment of the schools for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated services provided for or offered by the schools.</p>	<p>The school will carry out a risk assessment whenever a student enters the school with a known disability.</p> <p>The school will take account of the needs of students and other users 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.</p>	<p>Students who join The North School with a physical disability.</p> <p>Students who are temporarily on crutches due to accidents are provided with an individualised timetable, allowing those students to take part fully in lessons on accessible floors of the main building. Where this is not possible work is provided with teacher support.</p>	<p>Assessment carried out on admission. Cost : 1hr HLTA time.</p> <p>Meeting held with student and parent/carer on student's return to school following injury. Cost : 0.5hr HLTA time.</p>	<p>All students at The North School are fully included in the school irrelevant of any disability, SEN or impairment.</p> <p>Injury has minimal impact on school attendance and progress; no drop in either measure.</p>	