
	The Brakenhale School Policy	
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Policy Title	Accessibility Plan	Version	2.0
Status	Statutory	Approved	

Rationale	<p>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 Department for Education & Science in July 2002.</p> <p>Definition of Disability</p> <p>Disability is defined by the Disability Discrimination Act 1995 (DDA):</p> <p>“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.”</p>
Policy Statement	<p>Key Objective</p> <p>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.</p> <p>Principles</p> <p>Compliance with the DDA is consistent with the school’s aims and equal opportunities policy, and the operation of the school’s SEN policy.</p> <p>The school recognises its duty under the DDA (as amended by the SENDA):</p> <ul style="list-style-type: none"> • 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. <p>In performing their duties, governors and staff will have regard to the Disability Rights Commission Code of Practice (2002).</p> <p>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.</p> <p>The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their</p>

The Brakenhale School – Policy Document

	<p>preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:</p> <ul style="list-style-type: none"> • setting suitable learning challenges • responding to students' diverse learning needs • overcoming potential barriers to learning and assessment for individuals and groups of students.
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Links to other policies	SEN Policy, Equal Opportunities Policy, Disability Equality Policy		
Staff responsible	Bursar, SENCO	Monitoring & Evaluation by	SLT
School Group Responsible	SLT	Governors Committee Responsible	C&SI
Date approved by C&SI	01.02.10	Review Date	annually
Date approved by FGB	25.01.10		