



Accessibility Policy

General Aims

To help everyone deliver, and benefit from, Rendell Primary School's Teaching & Learning policy, within a safe and secure environment. The teaching and learning policy states that we

- ***educate our learners to become independent learners within a stimulating, challenging and caring environment***
- ***educate all learners to realise their full potential***
- ***work with families to prepare learners for life within the wider community.***

Introduction

This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the Special Education Needs (SEN) and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled learners", issued by Department for Education and Skills (DfES) 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".

Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;

The school recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against learners in the admission and exclusions, and provision of education and associated services;
- not to treat learners who are disabled less favourably for a reason related to their disability
- to take reasonable steps to avoid putting learners who are disabled at a substantial disadvantage

In performing their duties, Governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002);

The school recognises and values parents' knowledge of their child's disability and its effects on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

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The school provides all learners with a broad and balanced curriculum, differentiated to meet the needs of individual learners and their preferred learning styles in order to

- Respond to learners' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of learners.

Activity

Education & related activities

The school will continue to seek and follow advice from a broad range of professional bodies.

Teachers and learning support assistants will have the necessary training to teach and support learners who are disabled, as the need arises.

Physical environment

The school will take account of the needs of learners and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishments of the site and



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premises - such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Provision of information

The school will make itself aware of the local offer provided through the LA, for providing information in alternative formats when required or requested.

Linked Policies/Documents

School Prospectus
Admissions Policy
SEN Policy

This policy will be reviewed every 2 years or as required by legislation

January 2017