

Accessibility Policy

Name of Unit/Premises/Centre/School	The Toynbee School
Date of Policy Issue/Review	November 22/ November 23
Name of Responsible Manager/Headteacher	Matthew Longden
Governors' Sub-Committee	Learning & Teaching/Welfare & Guidance

1. **Introduction:**

This policy and plan draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002. It updates the earlier plans and reflects the provisions of the Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005 and the Equality Act 2010.

2. **Definition of Disability:**

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

3. **Key Objective:**

To reduce and eliminate barriers in accessing the curriculum and to encourage full participation in the school community for pupils, and prospective pupils, with a disability.

4. **Principles:**

- Compliance with the legislation above is consistent with the school's aims, the single equalities scheme and the operation of the school's SEN code of practice for special educational needs;
- The school recognises its duty under the legislation
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
 - not to treat disabled pupils less favourably;
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage; and
 - to publish an Accessibility Plan.
- 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; and
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs; and
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

5. Activity:

a) Education and related activities

The school will continue to seek and follow the advice of the Local Authority (LA) and its services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs of pupils 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, signage, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The school will make itself and all potentially interested third parties aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

End of Policy

