



# Accessibility Policy and Plan

Approved by the Governing Body: 04/10/2016

Review Date: 4/10/2017

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since 2002, the Governing Body has had 3 key duties towards disabled pupils:

1. Not to treat disabled pupils less favourably for a reason related to their disability.
2. To make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage.
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- I. Increasing the extent to which disabled pupils can participate in the school curriculum.
- II. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- III. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The aim of Twyford C of E School is to provide a safe, secure, stimulating and challenging learning environment where everyone's needs and contributions are recognised and valued, ensuring that each child gains the life skills that they will need to enjoy a life-time of learning.

Together we seek to develop children who are:

- Happy
- Enthusiastic
- Independent
- Caring and cooperative
- Confident
- High in self esteem

We have aspirations for all our pupils and expect every one of them to participate and achieve in all aspects of school life.

We will strive to accommodate whatever disabilities we are faced with, utilising the support and advice of outside agencies wherever necessary. We will use these agencies to advise on physical needs and for the support and training of any classroom assistants that may be needed to support the child.



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Resources will be purchased using the SENCO budget which is set aside for this use.

Early identification of the needs of any new pupils with disabilities is an important part of this plan.

The school will;

- Ensure that Teaching Assistants are well trained, supported and utilised.
- Ensure that new pupils with difficulties are quickly but effectively identified and their needs known and met.
- Ensure that outside agencies are approached quickly and continue to be used in dealing with issues involving greater expertise than staff possess.

The physical environment of the school will be continuously monitored to ensure it does not disadvantage any pupil.

The accessibility action plan will describe how we will monitor and develop requirements if and when a child with needs joins our school community.

This policy will be monitored and reviewed annually or more frequently if the need arises.