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1.0 INTRODUCTION

The School's buildings make effort to meet the needs of disabled pupils:

- Majority of classrooms are on the ground floor
- There is a portable ramp provided for steps going into the school and a portable chair is stored for accessibility.
- Disabled toilets are on the ground floors.

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation detailed in Hillcrest's *Compliance with Regulations & Legislation Statement*.

2.0 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".

3.0 KEY OBJECTIVE

The school's key objective is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.



4.0 PRINCIPLES

Compliance with the Disability Discrimination Act 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 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
- To publish an Accessibility Plan

In performing their duties, governors and staff will have regard to the accessibility policy.

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.

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
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.

5.0 ACTIVITY

New Barn School has identified the following points for action as part of its School Improvement Plan, in order to achieve the key objective.

6.0 DELIVERY OF THE CURRICULUM

School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance.

The school will continue to seek and follow the advice of specialist teacher advisers and SEN inspectors/advisers and of appropriate health professionals from the local NHS Trusts.

7.0 PHYSICAL ENVIRONMENT

The school will take account of the needs of pupils 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.



8.0 PROVISION OF INFORMATION IN OTHER FORMATS

The school is aware of local services, including those provided through the LA for providing information in alternative formats when required or requested.

9.0 LINKED POLICIES

This plan will contribute to the review and revision of related school policies, such as the School Improvement Plan, SEN Policy, Equal Opportunities Policy and Curriculum Policy.