



Accessibility Policy

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995, as amended by the SEN and Disability Act 2001 (SENDA), which places a duty on all schools to plan to increase over time the accessibility of the school for disabled pupils and to implement their plan. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils," issued by the DfES in July 2002.

Definition of Disability

Disability is defined as follows by the Disability Discrimination Act 1995:

"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."

Some children defined as disabled, who for instance have arthritis, may not be defined as having SEND. Some children defined as having SEND, who for instance may have a behavioural difficulty, may not be defined as being disabled. The plan addresses the needs of children with learning difficulties and disabilities.

Planning Duty

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

- Not to discriminate against disabled pupils in its 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
- Tower Learning Centre Independent School is committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

1. Increasing the extent to which disabled pupils can participate in the school's curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
2. Improving access to the physical environment of the school. This covers improvements to the physical environment of the school and physical aids to access education.
3. Improving the delivery of written information to disabled pupils. This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils.

Audit of Existing Provision

Physical Environment

- With the exclusion of upstairs the school is fully wheelchair accessible.
- The school has ramped entrances so that provision can be tailored to need.
- Further development needs to take place so that fire exits are ramped and all doors are an accessible width.
- Accessible parking spaces are allocated/marked and kept available for use when needed
- Accessible wheelchair access will continue to be improved in line with all premises development work.
- The emergency evacuation system does have both visual and auditory components.
- All rooms are numbered and have appropriate door signage.

Written Information

- Upon request school will investigate the conversion of documents to alternative formats, drawing on advice from the Support Services.
- The school aims to keep up to date with available technology and practices to support individual pupils with learning difficulties or disabilities, drawing on advice from the Support Services.

Policies

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND Policy, The Access Plan (School Plan) will contribute to the review and revision of related school policies.

Reviewing, Monitoring and Evaluating the Plan

1. Adequate resources will be allocated to enable implementation of the plan.
2. The plan will be kept under review and revised as necessary.
3. The plan will be published in the School Prospectus and is available on request, along with comment about progress (via website).
4. The plan will be subject to monitoring by OFSTED during inspections

March 2021
Review August 2022

Headteacher - Kim McCormack
Proprietor - Kathryn Towers

	Targets	Strategies/Who's Responsible	Outcomes/ Success Criteria	Timescale	Goals Achieved
Access to the physical environment	Ensure each phased area of the school has wheelchair access and egress.	Headteacher		As required	
	Colour contrasting décor is part of the on-going maintenance programme, along with the marking of step and kerb edges.	Headteacher	Rooms available for visually impaired.	Ongoing	Ongoing
	All new downstairs internal doors accessible for wheelchair users.	Headteacher	Deputy / Headteacher Newly installed doors to be wheelchair accessible.	Ongoing	Ongoing

<p>Access to the curriculum</p>	<p>Learning aids to be produced.</p> <p>Intervention training for support staff</p> <p>Staff to be trained to meet individual medical needs of pupils where applicable.</p> <p>Termly learning support meetings to take place to assess and address pupil needs.</p> <p>Training for teachers on differentiating the curriculum for disabled children as required.</p>	<p>Headteacher</p>	<p>Resources from whole school training made and available for use.</p> <p>Support staff able to work with increased knowledge and provide appropriate resources for pupils.</p> <p>Staff completed training for specific needs.</p> <p>Pupil needs reviewed and being addressed.</p> <p>Teachers are able to more fully meet the requirements of disabled children's needs</p>	<p>As required</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>As required</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
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