



Accessibility Policy and Plan

North Chadderton strives to ensure that the culture and ethos of the School are such that, whatever the abilities and needs of members of the School community, everyone is equally valued and treats one another with respect. Students should be provided with the opportunity to experience, understand and value diversity.

The definition of disability is as below

- Someone with a physical or mental impairment
- The impairment is such that it has a substantial and long-term adverse effect on an individual's ability to perform normal day-to-day activities

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on students' everyday lives.

We recognise our duty under the Equality Act 2010

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment.

It is unlawful for a School or other education provider to treat a disabled student unfavourably. Such treatment could amount to:

- direct discrimination
- indirect discrimination
- discrimination arising from a disability
- harassment

Schools must:

- not treat disabled students less favourably; and
- take reasonable steps to avoid putting disabled students at a substantial disadvantage (the 'reasonable adjustment' duty)

The School Governors have a duty to publish an Accessibility Plan.

Scope of the Plan

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of School for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated services.

Currently at North Chadderton School all students can access the curriculum regardless of disability. The School is a purpose built building which has taken into account the need for access to all.

2. Increase the extent to which disabled students can participate in Schools' curriculums.

The curriculum is carefully designed to meet the needs of all learners and all students access a broad and varied curriculum. All students can access learning at North Chadderton School.

3. Improving the delivery of information to students with disabilities.

Any students requiring additional support are clearly identified on entry to North Chadderton School. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation.

School Policies

Equality for disabled students is included as an explicit aim in all of the School's policies and is supported by all the School's policies

Aims

North Chadderton School aims to include all students, including those with disabilities, in the full life of the School. Our strategies to do this will include:

- having high expectations of all students
- finding ways in which all students can take part in the full curriculum including sport, music and drama
- planning out of School activities including all School trips and excursions so that students with disabilities can participate
- setting Admissions Policy and criteria which does not discriminate against students with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- planning the physical environment of the School to cater for the needs of students with disabilities
- raising awareness of disability amongst School staff through a programme of training

- by providing written information for students with disabilities in a form which is user friendly
- by using language which does not offend in all its literature and make staff and students aware of the importance of language

Three Year Action Plan

1. Through the In Year admission process and the annual transition process, students who have specific access requirements are identified and reasonable adaptations are made to ensure full access to all educational provision.
2. To develop expertise in physical education to provide curriculum opportunities for students with SEND.
3. To review and enhance external learning environment for students in the ASD Resourced base.
4. To review and implement alternative curriculum for identified students as appropriate.