

1. Accessibility

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Next review April 2026

See EOTAS policy control document (held by the Business Manager) for status, notes and actions pertaining to this policy



Accessibility Policy

Version	Status	Date	Title of Reviewer	Purpose/Outcome
1.0	Adopted	December 2018		Adoption of Accessibility Policy
2.0	Reviewed	December 2021		3 Year Review
3.0	Reviewed	April 2024		3-year Review



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1. Introduction

This plan is drawn up in accordance with the planning duty in The Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools:' planning to increase access to schools for disabled students issued by the DCFS in July 2002.

2. 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. Key Objectives

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

4. Principles

Compliance with the DDA is consistent with our SEN policy (number 29). EOTAS SWINDON recognises its duty under the DDA (as amended by SENDA):

- Not to discriminate against disabled pupils in their admissions, exclusions and provisions of education or associated services.
- Not to treat disabled students less favourably.
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage.
- To publish an accessibility plan.

EOTAS SWINDON 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 parent's and child's right to confidentiality.

EOTAS SWINDON provides all pupils with a broad and balanced curriculum, differentiated, and adjusted to meet the needs of individual pupils and their preferred learning styles. This includes:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

5. Improve Access

We intend to remove, as far as possible, these barriers which make it difficult for any individuals who have difficulties within the following broad categories of need, if it gets in the way of school life:

- Physical access to the learning environment.
- Access to published information/ lessons/learning/school.
- Access to the curriculum.

6. Involving disabled people

We aim to seek

- The views and aspirations of disabled pupils themselves
- The views and aspirations of the families of disabled pupils
- The views and aspirations of other disabled people or voluntary organisations

Detailed arrangements for any pupil referred to EOTAS SWINDON who has a disability will be discussed in full at their intake meeting.



7. The plans

We aim to address the three areas of improving access to

- The physical environment
- Access to the curriculum
- Access to information usually provided in written form

8. Physical environment

EOTAS SWINDON centres each have at least one accessible toilet facility that is large enough to accommodate a toilet and washbasin, space for a child, wheelchair and up to two adults.

EOTAS SWINDON centres are either ground floor-only accommodation (providing same floor exit points in case of fire) or have lifts and each child has an individual fire plan if they are unable to exit unaided.

All doors are wheelchair-access compliant.

EOTAS SWINDON has disabled parking spaces which site staff ensure are not used inappropriately or blocked by other vehicles.

EOTAS SWINDON is committed to reviewing and updating accessibility to the building and facilities to ensure that they are suitable for the disabled.

9. Access to the curriculum

All areas of the curriculum should be available to pupils regardless of their disability. Where an activity cannot be made accessible or would be inappropriate then an alternative activity should be made available. For example, football may be inappropriate for an individual wheelchair user but an alternative physical activity should be offered.

Handwriting practice might be inappropriate for a disabled pupil but practising keyboard skills would be a suitable and valuable alternative. Planning to improve access to the curriculum will include identifying reasonable adjustments to offer an equality of opportunity.

EOTAS SWINDON is committed to planning specific staff training which will improve access to the curriculum and to purchasing specialist equipment that will increase access to the curriculum for disabled pupils.

For school trips staff will ensure the accessibility to coaches and minibuses for wheelchair users.

10. Access to written information

EOTAS SWINDON will raise awareness of font size and page layouts to support any pupil with visual impairments and will audit the library facility to ensure the availability of large font and easy-to-read texts to improve access.

Signage around the building and grounds will be reviewed regularly to ensure that it is accessible to all.

