



KRISHNA AVANTI
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Accessibility Plan

Approval	AST
Date approved	May 2016
Date to be reviewed	May 2017
Lead Professional/s	Principal

1 Introduction

- 1.1 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) and The Equality Act 2010. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

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

- 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.

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, which underpin the development of an inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

2 Definition of Disability

2.1 Disability is defined by the Disability Discrimination Act 1995 (DDA):

- 2.2 "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 Objective

- 3.1 Our aim is to reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation for pupils, and prospective pupils, with a disability. There will be a lift to the higher floors to successfully meet the needs of pupils in wheelchairs or those with severe mobility problems.

4 Principles

4.1 Compliance with the DDA is consistent with our aims and equal opportunities policy. We recognise our duty under the DDA:

- 4.1.1 not to discriminate against disabled pupils in their admissions (the LEA has responsibility for pupil admission) and exclusions, and provision of education and associated services

- 4.1.2 not to treat disabled pupils less favourably than other pupils
- 4.1.3 to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

4.2 In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002). We recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality.

5 Education & related activities

5.1 We will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

6 Physical environment

6.1 We will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

7 Reasonable adjustment

7.1 The Act lists a number of factors likely to have a bearing on whether an adjustment is reasonable or not

- 7.1.1 How effective it is in preventing disadvantage
- 7.1.2 How practical it is
- 7.1.3 Its financial and other costs
- 7.1.4 The school's financial and other resources
- 7.1.5 The availability of financial or other help
- 7.1.6 The extent of the disruption caused

7.2 This is an evolving duty, to be kept constantly under review. Examples of kinds of adjustment:

- 7.2.1 Making adjustments to premises
- 7.2.2 Making adjustments to an office layout
- 7.2.3 Allocating some of the disabled person's duties to someone else
- 7.2.4 Transferring the disabled person to another vacancy
- 7.2.5 Altering the disabled person's working hours
- 7.2.6 Moving them to a different place of work
- 7.2.7 Allowing them to be absent during working hours for rehabilitation, assessment or treatment
- 7.2.8 Recording disability-related and non-disability-related absences separately but sensitively
- 7.2.9 Training, or arranging training for them
- 7.2.10 Acquiring or modifying equipment for them
- 7.2.11 Modifying instructions or reference manuals
- 7.2.12 Providing a signer, reader or interpreter for meetings and training
- 7.2.13 Providing supervision

- 7.3 We will also maintain close contact with the employee, personnel officers and with the relevant agencies and authorities e.g. the Access to Work Scheme 020 8218 2710 who do work place assessments and assist with funding for specialist equipment.

8 Provision of information

- 8.1 We will make ourselves aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.