

Langside School



Children's Team

ACCESSIBILITY POLICY

	Date	Signature
DA Approved	June 2016	CC
Review	June 2019	CC
Review	June 2022	CH
Review	June 2025	
Review	June 2028	

Accessibility Policy

This policy reflects the values and philosophy of Langside school in relation to Accessibility. It sets out a framework within which teaching and non-teaching staff can operate. This policy is drawn up in accordance with the Disability Discrimination Act, as amended by the SEN and Disability Act (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by the DCSF.

Langside school caters for pupils with PMLD and as a 'special school' focuses its resources to ensure equality of access for all pupils regardless of disability with individual needs assessed and resourced in order to ensure developmental progression in all areas.

Definition of 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."

Principles

- Compliance with the DDA 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 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

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 through the setting of individual curriculums for each individual

This includes:

- setting suitable learning challenges for each child
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals in particular through the use of onsite therapy support.

Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties, medical needs 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, services and fittings.