



LANDAU
FORTE
COLLEGE
DERBY

Policy Name	Accessibility Plan
Policy Number	2
Date of Issue	September 2020
Author	Laura Percival
Reviewed by	LAB – Education Committee
Date of next review	September 2021

Notes:

All policies issued across the Trust must be created from this Template

This policy applies to Landau Forte College Derby.

Implementation period: Sept 2020 -2023

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1. Legislative Guidance

The SEN and Disability Act (2001) extended the Disability Discrimination Act (DDA) (1995) to cover education. Since September 2002, the Governing Bodies of Schools and Academies have had three key duties towards disabled pupils under Part 4 of the DDA:

- (i) Not to treat disabled pupils less favourably for a reason related to their disability.
- (ii) To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- (iii) To plan to increase access to education for disabled pupils.

This duty requires schools to produce an Accessibility Plan, published and evaluated annually, which identifies the action the school intends to take over a three year period to increase access for those with a disability in three key areas.

The three areas are:

- (i) Increasing the extent to which disabled pupils are able to participate in the school curriculum.
- (ii) Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- (iii) Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

In addition, the Equality Act 2010 requires all schools to:

- Eliminate discrimination that is unlawful under the DDA
- Eliminate harassment of those with a disability
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled individuals
- Take steps to take account of disabilities even if this involves treating disabled persons more favourably

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2. Definition of Disability

A person has a disability under the Disability Discrimination Act 1995 if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to carry out normal day-to-day activities. Under the Special Educational needs and Disability (SEND) Code of Practice, 'long-term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This can include physical, mental or sensory impairments such as those affecting sight and hearing. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives and access to education such as epilepsy, diabetes or cancer.

3. Aims

As detailed, schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Landau Forte College takes these aims as a core part of our values and seeks to treat all pupils fairly, with respect and seeks to remove barriers. This involves providing access and opportunities for all pupils without discrimination of any kind. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our vision to ensure every young person has access to the highest quality education, enriched experiences, and our relentless support to pursue their future aspirations, well and truly means *every* young person. Our vision for learners with disabilities does not sit separately; our vision applies equally to all. Therefore, we undertake our duty of producing and reviewing this plan seriously and ensuring we carefully consider, and continue to consider, how to improve access to our curriculum, environment and information in line with the legislation.

The plan is available online on our website but paper copies or adjusted, accessible means by which to access this policy are available on request.

We also aim to ensure we have achieved the highest possible standards but our College complaints procedure covers the Accessibility Plan and Audit. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns and can be referred to on our website under the Policies section. We would always invite you to raise your concern or query with the SENCO and/or Principal first as we are committed to engaging with experiences and feedback from students, or their families, with insight into ways to improve our accessibility.

4. The Accessibility Audit and Actions

To generate the plan, we undertook an audit of key aspects of accessibility at our College. We considered to what extent we had achieved those aspects and self-assessed, setting short, medium or long-term targets to strive towards. We included a range of stakeholders in the development of this accessibility plan, particularly our current cohort of students who have a disability, the Individual Needs and College Site team who will be key in implementing our plan, and the Governors who review and ratify the policy.

Please refer to the audit and action here [XXXXXX hyperlink XXXX](#)

5. Monitoring and Review

This Accessibility Plan will be reported upon annually in respect of progress and outcomes, with a full review being completed within the three year cycle. The review will be shared with the Governing body and Principal, Alison Brannick. The Governing body will approve the plan and audit at each review point.



Date	
Change Made	September 2020
Made By	Laura Percival