

The Vyne Community School Accessibility Policy

Statement of Principles

This Policy 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 pupils", issued by DCSF in July 2002.

Definition of Disability

Disability is defined by the Equality Act 2010: "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."

Key Objective

To reduce and eliminate barriers to all areas of the curriculum, and to allow full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the Equality Act is consistent with the school's aims and School Equalities Policy and the operation of the school's SEND policy.
 - The school recognises its duty under the Equality Act (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.
 - In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002). www.drc-gb.org (note this website is not secure)
 - 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; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:
- i Setting
 - ii Responding to pupils' diverse learning needs.
 - iii Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

i Access to the Curriculum

The school will work to promote full access to the academic and extra-curricular activities for all pupils irrespective of their needs.

The school will continue to seek and follow the advice of Local Authority services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals and multi-agency partners.

i Access to the Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties 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 and fittings. This includes the buildings, their immediate surroundings, and the wider school site.

i Access to information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

ASC Awareness/Autism

The school will take steps to avoid sensory overload in terms of display, decoration and bells. The site team will liaise with the SENco when planning to re-decorate/re-paint areas of the school. The SENco will advise teachers on appropriate use of display and will coordinate provision for students with ASC (sensory).

Linked Policies

This Policy will contribute to the review and revision of related school policies, for example:

- School Improvement plan
- Continued Professional Learning (CPL) Policy
- Special Educational Needs & Disability Policy (SEND)
- School Equalities Policy
- Teaching and Learning Policy
- Health and Safety Policy

Monitoring

The implementation of this policy will be monitored in the following ways:

- Through the annual Asset Management meeting with the Local Authority.
- Through Self-evaluation.
- Every two years through the Finance & Resources Committee.
- Through the Action Plan

The Governing Body has appointed a Health and Safety link Governor who visits the site on a regular basis.

Reviewed: November 2025

Next Review: November 2026

THE VYNE COMMUNITY SCHOOL

ACCESSIBILITY PLAN

Objective	Date of Achievement	Person Responsible	Outcomes
1. Provision of disability awareness training for all staff.	Information given annually.	SENCO	- Increased awareness - Improvement in curriculum differentiation - Organisation in classrooms improved.
2. In future new build and refurbishment, consider signage, colour contrast within buildings eg. Doors against walls, handles against doors and access, the need for carpets and acoustic tiles or lowered ceilings. Ensure that rooms have appropriate blinds.	Dependant on the completion dates of refurbishment or new build projects.	HT Site Manager	- New builds are as accessible as possible for VI and PD access. - Refurbishment projects show awareness of provision or disability.