

Person(s) Responsible: PRINCIPAL	Principal: JAY LOCKWOOD
Date Approved: 11 OCT 16	.
Date of Review: 3 YEARS	

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaced most of the Disability Discrimination Act 2002) and to ensure that School continues to improve all aspects of the physical environment of the school site and other resources so that all disabled students can take full advantage of the education and associated opportunities provided by the School.

Definition (Equality Act 2010)

With the terms of the Act, the term “disability” is defined thus:

“a person with a disability is one who has physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day-to-day activities”.

An impairment has a long term effect if it has lasted or is expected to last for at least 12 months or for the rest of the life of the person concerned. Physical and mental impairments include sensory loss, mental illness, mental health, learning difficulties, physical conditions and behavioural conditions.

Maintenance and renewal:

This accessibility Plan will be built into the regular reviews undertaken by the Site Team and Finance Director

Individual Needs:

Priorities set out in this plan may change to accommodate the changing needs of individuals, as advised by SEN team (for students) and line managers (for staff).

The Trust is working with the London Borough of Hounslow on developing its response to the Children & Families Bill and the implications for young people with SEND.

Trust Specific Priorities include:

- Ensuring that Hounslow’s Resourced Centres located at the School have appropriate levels of staffing, therapy and facilities to meet the needs of students
- Continue to improve the physical environment to accommodate the needs of all users
- To keep under review the School’s responsibilities in this area under the provisions of the Equality Act

In addition to these priorities the school will:

- Provide ongoing training for manual handling, epipen and de-fibulation use and the use of the Evac chairs on site
- Work with The Rise Free School to develop its provision for Autistic students through co-location on LSS site

- Consider improving provision for VI and HI students

Curriculum delivery:

The School's ethos and SEND Policy make clear the School's approach to the delivery of the curriculum. The School actively seeks the support and advice of all relevant services to ensure that the curriculum is accessible to all students. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis.

Associated policies and plans

This plan should be read in conjunction with other relevant documents including:

- Special Educational Needs Policy
- Social Inclusion Policy
- Curriculum Documents
- School Evaluation and Development Plans
- Disability and Equality Documents
- Nut Free School

Review and Evaluation:

This plan will be reviewed every 3 years by the Governing Body. It will be monitored and evaluated by the Principal.