



# **Governors Statement on Accessible Schools**

## **Introduction**

The school met the requirements of the Disability Discrimination Act 1995 and the amendment to the SEN and Disability Act 2001 by conducting an audit so that the school may meet the needs of disabled pupils through the production of an action plan to be put into effect over time to meet identified needs. The audit and resulting action plan will be monitored, reviewed and revised by Governors on an annual basis.

## **Statutory Responsibilities**

The governors will take note of the current condition of the site and its buildings, health and safety issues, and available finance.

The audit will take into account three main areas:

- Ensuring increased access to the school curriculum for disabled pupils. This includes all teaching and learning, the wider curriculum and provision made as part of the extended schools agenda.
- Improved access to the physical environment of the school. This includes the internal and external physical environment, and all physical aids to access education.
- Improved delivery of written information to disabled parents/carers. This includes making written information available to disabled pupils and their parents/carers.

## **Definition of Disability**

A person is deemed to have a disability if he or she has a physical or mental impairment that has substantial and long-term affect on his or her ability to carry out normal day-to-day activities.

## **Publicising of Plans and Strategies**

Using the audit checklist the school will conduct a learning walk around each of the areas of the school and identify where criteria are not fully met. This list of identified issues will be included on an action plan.

The audit and action plan, as well as notes of the annual review and revision will be available through agreed governors' minutes.

This statement is made in light of the DfES document 0462/2002 Accessible Schools: Summary Guidance, recommended to Headteachers and Chairs of Governors.

**October 2015**