

## **ACCESSIBILITY PLAN**

Courtlands Independent Special School is committed to complying with the current Disability or Discrimination Act. The school aims to encourage and achieve acceptable standards of accessibility for all whilst realising the constraints of the building. The key to delivering this commitment is the school's work to improve the rights and access of disabled people whom the school comes into contact with. As such, we aim to ensure that wherever possible, people with disabilities are not segregated or excluded by unnecessary design barriers.

To ensure our success in this, the school has a plan to make its own buildings more accessible and inclusive for disabled people and to manage the wider environment and take control of any new developments that may be planned so that it does not discriminate or disadvantage anybody in their use and enjoyment of it.

### **How will the school ensure that it complies**

The school aims to ensure accessibility to its facilities for all pupils, parents/carers, staff, or visitors who may have disabilities. In this, we aim to ensure that no person is treated less favourably because they may have a disability and that we will work within the Human Rights Act 1998, the Equal Opportunities Act 2010, GDPR Regulations and Guidance 2018, and all of the most up to date child-based Education and Care Acts and legislation.

### **How will the school support this**

The school aims to create a culture of inclusion and diversity in which people feel able to disclose a disability should they wish to do so, and to discuss or request reasonable adjustments to the environment in order to promote equal participation in the school's services and activities. At the same time, the school will disseminate information about services, support and facilities that may be available to pupils, parents/carers or staff.

### **Are there any pupils with disabilities that the school is unable to support and provide for**

Following Special Educational Needs guidance, it would not be appropriate for the school to provide education for pupils with profound and/or multiple physical or learning difficulties. Under its Department for Education designation, the work of the school is to provide educational and social support to young people who experience additional specific needs such as: Speech and Language difficulties, Dyslexia, or high functioning autism, ADD, and ADHD. In addition, and acting within SEN guidance, it may be appropriate for the school to provide education to young people who have other disabilities or difficulties, provided they are compatible with the efficient education of other pupils at the school, and that by attending they do not pose a significant risk to Health and Safety.

### **Disability Discrimination Act obligations**

From October 2004, the Disability Discrimination Act obliged any service provider, or any provider of a building or place that is open for people to enter or use, to remove existing physical barriers and make reasonable changes so as to allow disabled people access. The Code of Practice (Rights Page 3 of 4 Disability Access Policy and Plan. November 2018 of Access: Goods, Facilities, Services and Premises, Disability Rights Commission, 2002) also states a service provider must provide service in a non-discriminatory way, noting that “it is recognised good practice for a service provider to consider first whether a physical feature which creates a barrier for disabled people can be removed or altered.”

The Code of Practice also states that it is sensible to remove or alter a barrier to access “whenever a service provider is planning or executing building or refurbishment works, such as extending existing premises or making structural alterations to an existing building”. As part of this, the School has made changes to some of its existing facilities where possible and built in disability readiness in its new development such as the newly built vocation facility.

In view of this of the guidance, the school will ensure that:

#### **Staff and Visitors Car Parks**

- People who have impaired mobility have close access to the main building entrances with sufficient open space so as to ensure maximum accessibility.
- Car parking and other transport facilities are designed to allow arrival by car or be accessible to a minibus or taxi, with sufficient space to fully open a car door so as to transfer into a wheelchair, or to stand up with the help of sticks, crutches or walking frames, on a level road surface beside the vehicle.
- At least 2 parking space is reserved for disabled motorists or their passengers and this will be visually different from the other parking.
- The disability parking bay will be permanently reserved for use at the edge of the school car park and within 10 metres of the main building entrance.
- The parking bay for disabled motorists has a driver-eye-level sign at the head of the bay.

#### **Accessible Paths and Access into Buildings**

- Pathways around the main building and extended classroom blocks are designed to allow for their practical use and for other pedestrians to pass.
- The design of landscaping does not impair the personal safety of disabled people, ensuring that those using wheelchairs will be visible at accessways, entrances and junctions. Accessible paths will be planned to have a hard-surfaced or compacted nature so as to be firm without trips or gaps in paving.
- Access to the main building has a kerb that is low and within the constraints of the school-listed status which allows easy access from the drive.

- The disabled toilet is accessed via the main foyer and is unobstructed.
- The entrance to the school is a double door entry so as allow full wheelchair access.

### **Curriculum access support**

- Where pupils have audio or visual impairment, the school will ensure that appropriate differentiations are made to teaching materials and support strategies.
- The school will work in partnership with any other bodies who are, or maybe, involved in any assessment or provision for a disability.

### **Statement on Disability Access to new buildings or substantial building alterations**

In line with DDA requirements, the school will ensure that whenever any new building or alterations are being considered, sufficient time will be given over to planning for improving and providing for disability access.

### **Disability Access to Information**

The school works in partnership with others to ensure that information, results, reports, and policies will be made available in different formats if required by parents, carers, or other agencies working with young people placed at the school by them.