



# The Attic Accessibility Policy

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<b>Named Manager</b>	Karen Lodge

# **THE ATTIC ACCESSIBILITY POLICY**

This policy has been drafted to ensure we meet the requirements of the Salamanca Statement adopted by UNESCO in 1994, the UN Convention on the Rights of the Child(1989), The Green Paper – Excellence for All (1997) and the Equalities Act (2010).

## ***Principles and Objectives***

- The school aims to create an environment where everyone accepts that discrimination against disabled people and prospective people in any form is unacceptable.
- Disabled people have the right not to be treated less favourable than able people.
- Disabled people have the right not to be put at a substantial disadvantage.
- By taking a whole environment approach to this issue, we will provide a range of opportunities that develop respect for others ensuring everyone is afforded equality or regard and education.

## ***Definition***

A person has a disability if he or she has a 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. (Equalities Act 2010)

## ***Roles and Responsibilities***

All members of the workplace share the responsibility for ensuring people with disabilities are treated with equal regard. If any concerns exist, they should be brought to the attention of the Headteacher.

## ***Strategy Statement***

The school provides inclusive education and ensures equality of admission, access and opportunity for all people. Financial support from the Local Authority (LEA) may be required for those people needing individual support over and above that which can be offered through the usual funding. These needs will be recorded through the Special Educational Needs (SEN) arrangements. Liaison with parents will take place on a regular basis.

## ***Curriculum***

Pupils access all parts of the curriculum during the school's day, as applicable to individual needs. Arrangements are made for individuals as appropriate, in respect of equipment, time, staff, knowledge, support and activity.

## ***Physical Environment***

Improvements have been made to the physical environment, in order to ensure it is increasingly suitable for all people.

***Accessing Information***

Attic Pupil Referral Unit ensures that low literacy levels are acknowledged, and support offered. Large print texts can, for example, be supplied if required. Hearing impairment is also understood and managed supportively.

Expertise from outside agencies is sought whenever appropriate and support is available if English is not the first language.