



ACCESSIBILITY POLICY

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1. INTRODUCTION

This plan 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 DfES in July 2002.

Also, please refer to our SEN policy.

2. DEFINITION OF DISABILITY

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"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."

3. KEY OBJECTIVES

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in Edintervention programme for pupils, and prospective pupils, with a disability.

4. PRINCIPALS

Compliance with the DDA is consistent with Edintervention aims and equal opportunities policy, and the operation of Edintervention SEN policy. Edintervention recognises its duty under the DDA:

- 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

In performing their duties staff will have regard to the DRC Code of Practice (2002).

Edintervention 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.

Edintervention 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 which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

5. ACTIVITY

a) Education & related activities

Edintervention will continue to seek and follow the advice of Education services and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

Edintervention will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and requesting future improvements and refurbishment of the site and premises.

c) Provision of information

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

