



ACCESSIBILITY POLICY

Last Review:	July 2014
Committee:	FGP
Date Ratified:	04/07/2018
Next Review:	July 2021

Purpose

Under the Equality Act 2010 schools are required to carry out accessibility planning for disabled students. The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful. Duties are the same as in the previous Disability Discrimination legislation (Disability Discrimination Act (DDA) 1995 and SEN and Disability Act 2001) and have been duplicated in the new Act.

The school's accessibility plan aims to:-

- Increase the extent to which disabled students can participate in the curriculum;
- Improve the physical environment of the school to enable disabled students to take better advantage of education and benefits, facilities or services provided;
- Improve the delivery to disabled students information readily accessible to students who are not disabled.

Content

In the Equality Act 2010 a person has a disability if:-

- They have a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act 'substantial' means more than minor or trivial, 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (special rules cover recurring or fluctuating conditions) and 'normal day-to day' activities include everyday things like eating, washing, walking and going shopping. There are additional provisions relating to people with progressive conditions e.g. HIV, cancer or multiple sclerosis; are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled. Some conditions are specifically excluded from being covered by the disability definition, such as tendency to set fires or addictions to non-prescribed substances.

Implementation

The specific arrangements for the implementation of this policy are as follows:-

- Appendix 1 – Key Duties
- Appendix 2 – Main Priorities in the Plan
- Appendix 3 – Accessibility Plan 2018 – 2021

The policy should be read in conjunction with the Special Educational Needs policy, Health and Safety Policy, Curriculum Policy, Behaviour for Learning Policy, Teaching and Learning Policy and the Single Equality Scheme.

Monitoring

The policy is monitored by the whole staff through the school's process for policy review. The plan is reviewed and approved annually by the Governor's Finance and General Purposes Committee.

Evaluation

The plan is reviewed, evaluated and updated regularly by the Finance And Facilities Manager and the Governor's Finance and General Purposes Committee.

Appendix 1 – Key Duties

The school recognises three key duties they have towards disabled students, staff and visitors:-

1. Not to treat disabled people less favourably for a reason related to their disability.
2. To make reasonable adjustments for disabled people, so that they are not at a substantial disadvantage.
3. To plan to increase access to education for disabled students.

These duties require an Accessibility Plan that identifies the actions the school intends to make over a three year period to increase access for those with a disability in three key areas. These three areas include:-

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the academy such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.
- Improve the delivery of written information to students, staff, parents and visitors with disabilities e.g. handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

In addition the Disability Equality Duty (2006) requires all schools to:-

- Eliminate discrimination that is unlawful under the DDA.
- Eliminate harassment of those that have a disability.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled individuals.
- Take steps to take account of disabilities even if this involves treating disabled persons more favourably.

Appendix 2 – Main Priorities in the Plan

Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services

- Any new build will be built with disabled students in mind, ensuring access for all students.
- A lift is provided in the John Malloy block to all classrooms on the first floor.

- A ramp is provided at the front of the main building and a portable ramp is available for access to the main Hall.
- A ramp is provided into both entrances of the DeVal block.
- The Sports Hall, Dance Studio and DeVal block all have disabled toilet facilities for the use of disabled people including those using extended school services.
- The Sports Hall and the Dance Studio have disabled shower facilities.

Increasing the extent to which disabled students can participate in the school curriculum

- The school will endeavour to provide suitable access to a range of curriculum opportunities.
- Where necessary, support will be given by the Learning Centre department, led by the SENCO.
- Where necessary, disabled students will have a Teaching Assistant assigned to them.
- The school facilitate services from a range of agencies for all students and their families.

Improving the delivery to disabled students of information that is provided in writing for students who are not disabled

- Where necessary, all hand-outs, letters, timetables etc. will be available in suitable format for disabled students.

Appendix 3 – Accessibility Plan 2018 – 2021

Key Area	Aims	Actions	Timescale	Monitor/Evaluation
The Physical Environment	Ensure no student is excluded from accessing the premises.	Gather information about needs of learners, either current or prospective. Certain areas of the premises will not be accessible to wheelchair users.	Ongoing	SLT and SENCO. Link with annual review for students with an EHCP.
Access to the curriculum	All areas of the curriculum are accessible to all students, regardless of their disability.	All departments to make provision for effective differentiation development.	Ongoing	Leader of Learning
		Where necessary, Schemes of Work revised to show how the needs of different students will be met in lessons. Training to offer practical ways to plan.	Ongoing	Leader of Learning
		Ensure resources fully meet the needs of learners – including the use of specialist	Ongoing	Leader of Learning / SENCO

		<p>equipment e.g. ICT.</p> <p>Continued staff training focusing on raising awareness of disability issues e.g. health conditions such as epilepsy, diabetes and the use of epipens.</p> <p>Ensure that the needs of SEND students are met and seen to be met by tracking effectiveness of student IEPs and continually reviewing policy and procedures relating to Special Educational Needs.</p> <p>Facilitate services from a range of agencies.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Leader of Learning / SENCO</p> <p>SLT and SENCO. Link with Learning Centre Annual Review.</p> <p>SENCO</p>
Access to information	All students able to access information.	Review current publications and how information can be provided in different formats.	Ongoing	SLT