

The Clere School



Accessibility Policy

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| Date of Policy Issue: January 2019 | Date of Policy Review: January 2022 |
| Approved by Resource Committee | |

National Background

Improving access to education and educational achievement for disabled pupils is essential to ensure equality of opportunity, full participation in society, access to employment opportunities and inclusion within mainstream education.

The SEN and Disability Act 2001 amended the Disability Discrimination Act 1995 by introducing new duties on Local Authorities (LA) and Schools in relation to disabled pupils and prospective pupils. From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply. The main duties are not to treat disabled pupils less favourably and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. Additional provision under the new Equality Act 2010 was introduced in September 2012, and relates to the requirement for schools to provide Auxiliary Aids for disabled pupils subject to the Reasonable Adjustment duty.

The Disability Discrimination Act (2005) introduced the duty to promote disability equality from December 2006. This duty applies to schools and Local Authority (LA). Schools and LAs have a planning duty to prepare and publish accessibility strategies and access plans in order to increase over time the accessibility of school buildings, and access to education and information for disabled pupils. Schools' Accessibility Plans should also consider access to after-school activities and Extended School activities if they are based on their school site.

1. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
 - (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The term 'special educational needs' (SEN) has a legal definition:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her
(Draft legislation on Reform of provision for children and young people with Special Educational Needs: September 2012.

Key National Documents

Disability Discrimination Act 1995 (DDA)
<http://www.opsi.gov.uk/acts/acts1995/1995050.htm>

SEN and Disability Act 2001 (SENDA)
<http://www.opsi.gov.uk/acts/acts2001/20010010.htm>

SEN Green Paper: Support and aspiration: a new approach to special educational needs and disability - A consultation (March 2011)

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/CM%208027>

Children and Families Bill 2013

<http://services.parliament.uk/bills/2012-13/childrenandfamilies.html>

Draft legislation on Reform of provision for children and young people with Special Educational Needs (TSO September 2012)

Removing Barriers to Achievement

<http://webarchive.nationalarchives.gov.uk/20080906003404/http://teachernet.gov.uk/wholeschool/sen/senstrategy/>

Implementing the Disability Discrimination Act in Schools and Early Years Settings

<http://webarchive.nationalarchives.gov.uk/20091204130917/teachernet.gov.uk/wholeschool/disability/disabilityandthedda/ddapart0/>

Reasonable adjustments for Disabled Pupils

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance/key-concepts/reasonable-adjustments/>

Equality Act 2010: Guidance on Matters to be taken into account in determining questions relating to the definition of Disability

http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CC8QFjAA&url=http%3A%2F%2Fwww.equalityhumanrights.com%2Fuploaded_files%2Fguidance_on_matters_to_be_taken_into_account_in_determining_questions_relating_to_the_definition_of_disability.pdf&ei=cIs8Ub21l-GP7AahgYGQCQ&usq=AFQjCNFfomnFA6mFhZmERSCa6qGzCVW5Rw&bvm=bv.43287494,d.d2k

Equality Act 2010 (Schedule 10)

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

The Equality Act (2010) A guide for those working with learners with sensory impairment: National Sensory Impairment Partnership (Nat SIP), Revised – March 2012

Vision

Our vision is for every pupil in our school to achieve the most successful individual outcomes, educationally, socially, in their personal life, and within their local community, and for their unique needs to be recognised and met as early as possible. Our Accessibility Plan intends to achieve this vision by empowering these pupil and young people to achieve all that they can.

Our aim is for every pupil and young person to:

- develop the necessary skills and knowledge to respond effectively to the challenges of the future
- be confident; have a strong sense of right and wrong; be adaptable and resilient
- develop as an independent learner who takes responsibility for his/her own learning, and who questions, reflects and perseveres in the pursuit of learning
- be able to contribute, work and communicate effectively with others, and to strive for excellence.

We believe that our parents, carers and the school community should work together to provide the best and most accessible opportunities for our pupils, and we will do all we can to ensure that any barriers to learning and participation that can hinder or exclude are removed.

We will ensure that we:

- develop our school culture, policies and practice in order to include all our pupils
- access the right training and on-going professional development to enable our continued focus on the process of further developing inclusion
- base our inclusive approach on respect for difference and a commitment to building relationships that benefit every pupil
- offer all our pupils appropriate support, and support and facilitate the inclusion of their views.

PURPOSE To describe the principles of access for all users

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. The plan also takes into account the Hampshire Audit carried out in January 2007.

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”.

Principles

Compliance with the DDA is consistent with the school’s aims and equal opportunities policy, and the operation of the school’s SEN Policy;

The school recognises its duty under the DDA (as amended by the SENDA):

- 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
- To publish an Accessibility Plan

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

School Information

The School 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 the child’s right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; endorses the key principles in the national Curriculum 2000 framework, 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.

The school will continue to set and follow the advice of LEA services, such as specialist teacher advisors and SEND inspectors/advisors and of appropriate health professionals from the local NHS trusts.

Physical Environment

The school is not a fully accessible site, however we will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

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

Linked to School Improvement Plan and SEN Policy and Equalities Policy

The Clere School Accessibility Plan 2019 – 2022

Increasing Accessibility

Increasing the Extent to which disabled pupils can participate in the school curriculum

| Target | Strategies | Timeline | Personnel Involved | Resources | Cost | Monitored By |
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| <p>To ensure a strategic approach so that all staff are fully aware of the obligation to provide an inclusive curriculum.</p> <p>To ensure that all members of the school community understand the Disability Discrimination Act in its application to schools.</p> <p>Increase the opportunities to which disabled pupils can participate in the school curriculum.</p> | Continual monitoring of the curriculum to ensure fully inclusive. | On-going | SENCO/ Faculty Leaders | Meeting time | | HT |
| | Continual staff training and staff handbook. | On-going | All Staff | Governors Equalities Policy | | HT & SLT |
| | Greater participation in the wider curriculum e.g. after school clubs, leisure, sporting and cultural activities / school visits. | On-going and as necessary | All staff | Planning time. | | SLT |
| <p>To ensure that all policies do not discriminate against pupils with disabilities and promotes equal opportunities.</p> <p>To ensure the school brochure reflects an inclusive ethos.</p> <p>To raise awareness of staff and pupils regarding access and disability.</p> <p>To plan and deliver a curriculum to draw on the different strengths and aptitudes of pupils.</p> | Review policies regularly and amend where necessary to promote inclusion and accessibility to the full curriculum. | As per policy schedule | SLT | Meeting time. | | HT & CoG |
| | Review brochure to ensure that responding to the full diversity of pupils and their backgrounds is part of school routine. | Annually | SLT | Meeting time | | HT |
| | School assemblies planned to explore and raise awareness of disability and access. | Annually | All Staff | Meeting Times, Assemblies and Tutor Time | | HT |
| | Use flexible grouping arrangements including ones where pupils with disabilities can work with their peers by setting up buddying or mentoring. | On-going | All staff | Planning time | | SLT |

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| <p>Plan to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and extra-curricular activities already achieved</p> | <p><i>The following are all in situ:</i> Disabled parking spaces (x2) Disabled toilet main block (x1) Disabled toilet PE block (x1) Disabled toilet Community (x1) Permanent access ramp front of school Wheelchair access (x1) Wheelchair access to cooker & sink in Food Technology Wheelchair access to Reception plus wheelchair friendly reception desk Sports Hall and sporting facilities (including shower) are all wheelchair accessible</p> | <p>All completed</p> | <p>SBM Site Team</p> | <p>Site maintenance budget</p> | | <p>HT</p> |
| <p>When necessary, improve access for visually impaired people.</p> | <p>External step edges are highlighted in yellow paint</p> <p>Pillars have had blue line painted on them.</p> <p>All passageways are kept clear at all times and lockers do not extend into doorways</p> <p>Ramps (permanent & temporary) provided for entrances and emergency exits</p> <p>Kerb lowered from car park to school entrance</p> <p>Facilities in disabled toilet regularly checked to ensure it is alarmed, has rails both sides of toilet, soap and towels are reachable</p> <p>Detailed Risk Assessments / PEEPS carried out for all wheelchair users</p> | <p>All completed</p> <p>On-going</p> <p>Completed</p> <p>Completed</p> <p>On-going</p> <p>On-going</p> <p>Completed</p> | <p>HCC Site Team</p> <p>Site Team</p> <p>Site Team</p> <p>Site Team</p> <p>Site Team</p> <p>SENCO / Welfare Assistant</p> | | <p>Site annual maintenance budget to maintain</p> | <p>HT</p> <p>HT & SBM</p> <p>HT & SBM</p> <p>HT & SBM</p> |

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| | <p>Disabled toilet signs are large, and in pictures rather than words</p> <p>To reduce slippage, all corridor are carpeted/half carpeted</p> <p>Remote controlled P.A. system installed in main hall</p> <p>PEEPS carried out for pupils with disabilities</p> <p>Trained Fire Marshalls in situ</p> | <p>Completed</p> <p>Completed</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> | <p></p> <p>SENCO</p> <p>SBM</p> | | <p>H&S SLA</p> | <p>HT & SBM</p> <p>HT & SBM</p> <p>HT & SBM</p> |
| <p>To ensure that all members of the school community are aware of the need to identify and provide for pupils and parents who require information in alternative formats.</p> <p>To consult parents, students and other agencies about the school priorities for increasing access to information for pupils with disabilities.</p> | <p>Information evenings for governors and parents</p> <p>Staff meetings</p> <p>Identifying current pupils and their needs in order to set future targets.</p> <p>Consultation with Hampshire EMTAS service</p> | <p>On-going</p> | <p>Heads of Year / Admin Team</p> | | <p>Planning and meeting time</p> | <p>HT & SLT</p> |