



## Disability and Accessibility Policy

### **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the governing body has had three key duties towards disabled pupils under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the school to consider access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### **Definition of disability**

'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.'

(SEND Code of Practice, 2015)

This policy will cover the following elements:

- Promotion of equal opportunities for all people with disabilities
- Elimination of discrimination that is unlawful
- Elimination of harassment related to disability
- Promotion of an ethos of positive attitudes
- Encouragement of full participation for disabled students and adults in school
- Positive action to meet the needs of disabled people

## **Aim**

It is the overall aim of Meden School to do all that is reasonably possible to ensure that the school's facilities, services, culture, policies and procedures are made accessible to all students, staff, parents and visitors who have disabilities and to comply with our moral and legal responsibilities under the Equality Act (2010).

## **The purpose and direction of the school's plan**

At Meden we are committed to the provision of equal opportunities for all students, staff and parents as outlined in the Equality Act 2010. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Meden School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

The key areas of the policy are:

- to endeavour to remove any physical access barriers to ensure our school is as accessible as possible for students, staff and visitors with disabilities
- to foster positive attitudes amongst students and staff towards people with disabilities through education
- to provide reasonable adjustments in the form of teaching strategies, alternative assessments and support assistance for students with disabilities in all aspects of academic programmes

## **The main priorities in the school's plan**

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of SEND staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

## **Students with disabilities**

All students wishing to attend Meden will be considered for a place regardless of disability. The school will respond, wherever possible, with reasonable adjustments to meet special requirements for students with disabilities.

Information is collected from the local primary schools so that we are prepared for students when they arrive in school and we liaise with parents and professionals to ensure the right care is provided.

## **Staff with disabilities**

All staff appointments are made on the basis of qualifications, experience and skills of the applicant regardless of disability. The school ensures that no unlawful discrimination takes place so candidates with disabilities have additional needs met if called for interview. Wherever possible, the school will make reasonable adjustments to enable a successful candidate with a disability to work at the school.

Training and CPD opportunities are available to all staff regardless of disabilities. Additional equipment and facilities are made available to ensure full participation.

## **Parents with disabilities**

All reasonable steps are taken to ensure that any information sent to or made available to parents is accessible to all. Every effort is made to ensure that the environment does not prevent persons with disabilities from visiting the school.

## **Disability awareness**

The school ensures that awareness of disability is raised amongst all staff, students, parents and visitors.

This is to ensure that:

- Those involved in recruitment and selection are thoroughly acquainted with the policy and procedure
- All line managers and colleagues of any employee with a disability have a clear understanding of the specific requirements and adjustments necessary and make a positive response
- Any member of staff, student, parent, governor or visitor with a disability is able to seek assistance, if required, to support and enable them to fully participate.

## **Views of those consulted during the development of the plan**

All people consulted value the ability of the school to cater for the differing needs of pupils. No issues were raised on a recent survey.

Issue	Action	People/resources	Success criteria
1. Awareness of disability issues	School to seek advice from experts and promote disability equality via INSET, CPD and assemblies	SENCO All staff	Teachers and CLAs aware of issues. Detailed information and support available to staff
2. Accessibility of the school site	School to ensure that school is accessible to all students, staff, parents and visitors with disabilities	Site manager SENCO	No one with disabilities is prevented from accessing the school site
3. Accessibility of school trips and residential visits to students with SEND	Ensure that all school trips and residential visits are accessible for students with SEND	Visit leaders Educational visits co-ordinator Head teacher	School trips and residential visits are accessible for all pupils
4. Positive attitudes towards disabled people	Promote positive attitudes to disabled people by ensuring that disability is represented in posters, collages, displays and learning Celebrate and highlight key events such as the Para sport, Deaf Awareness Week and Learning Disability Week	Head teacher SENCO All staff	Fewer incidents of harassment and bullying of disabled pupils
5. Participation in school life including after-school clubs	Encourage students with disabilities to participate in school life Ensure the disabled are represented and encouraged to participate in extra-curricular activities such as sport, drama and school council Ensure that after-school clubs are accessible for all students.	SENCO CLAs All staff	Increased participation and representation
6. Increased participation and representation	Make physical adaptations as required and provide adult support if necessary Strive to ensure curriculum is fully accessible to pupils with disabilities Liaise with external agencies	SENCO Curriculum leaders	Reference is made to students with SEND in all school policies

Issue	Action	People/resources	Success criteria
7. Provision for pupils with disabilities in school policies	School policies make reference to provision for pupils with disabilities, particularly PE. Policies to include strategies that could be deployed with SEND such as alternative ways to communicate ideas and to present information	Head teacher SENCO Curriculum leaders	Reference is made to students with SEND in all school policies
8. Curriculum needs of students with Anxiety Related Non Attendance	Support the curriculum needs of ARNA students CLA training Work with students and families/carers to improve attendance	SENCO CLAs	Improved outcomes for identified students. Improved attendance
9. Health and safety of students with disabilities	Ensure the safety of students with disabilities Positive handling training for a year 7 student with cerebral palsy	CLAs	Successful transition for year 7 student
10. Access to electronic communication methods	Improve access to electronic communication methods such as twitter and email which benefits partially sighted parents Update policies on website	SENCO All staff	Parents receive clear information from school

Reviewed September 2020 by R Coleman SENDco