

Gladesmore Community School



ACCESSIBILITY POLICY

[EQ3]

Last updated : 25.01.23	Next review : 3 years	
Governing Body :		
Status : Statutory	Index : Equality	Website : Y

ACCESSIBILITY POLICY [EQ3]

The Special Educational Needs and Disability Act 2001 state that the Governing Body has three key duties towards disabled pupils:

- 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 pupils with disability.

Disability Discrimination Act duties interact with the School Development and Premises Development.

Therefore, this policy has a direct impact on shaping priorities of the:

- School Development Plan
- Disability Accessibility Action Plan
- SEND Policy

The School's Accessibility Plan

This outlines any plans, longer and shorter term, to improve the physical layout of the building and disabled access to the curriculum.

The plan sets out the way we aim to increase access to education for pupils with disabilities by:

- improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of provision;
- improving the delivery of information to pupils with disabilities;
- increasing the extent to which pupils with disabilities can participate in the school curriculum.

All rebuilding, refurbishment and decoration must explicitly address disability issues at the planning stage. These issues will not only refer to the finished product: ramps; lighting; colour finishes, induction lines etc, but will also consider the needs of pupils whilst any work is being undertaken.

Involvement of disabled people (pupils, staff, parents, and others) in the development of the Schools Equality Scheme.

This scheme has involved consultation with parents & carers; special school staff; members of our AEN faculty; professional advisors from the RNIB & BSHAA and local authority. Modifications in the scheme can be made following scheduled reviews by the AEN staff.

Wherever possible the school, will involve adults with disabilities and consultants with expertise as advisers in the

- building design and refurbishment
- display
- technical innovation
- design of teaching materials

In addition, parents, staff, and pupils will be consulted and involved via:

- parents' meetings
- seminars
- visits to other schools
- surveys and questionnaires

Advice will also be sought from specialist organisations where this is thought to be appropriate.

The plan to increase access to education for disabled pupils.

This policy and the associated Action Plan recognise that needs change with time and that, in this area of work, it is particularly important that thorough assessment of need is carried out on a regular basis. These are key tasks for the staff of the AEN faculty who will:

- carry out an initial assessment of needs on entry to the school (using prior records and external professional advice when necessary)
- aim to meet the identified needs as is possible
- brief appropriate staff
- identify and act on disparities in progress
- organise classroom assistance if required

The Action Plan explicitly shows actions for disability

The Action Plan is designed to promote the attainment and progress for pupils with disability. It attempts to achieve this in a way that preserves individual pupil's identity as part of the main-stream school.

The plan to improve equal opportunities for disabled employees

The principles of access outlined in this document apply equally to employees – however the school has additional responsibilities to them in terms of ensuring that they are not discriminated against in terms of training, promotion, and general conditions of service. The school encourages people with disabilities to apply for posts and ensures that the subsequent selection process gives them every opportunity to represent their capabilities.

The school has a policy for dealing with harassment and discrimination. It clearly sets out the procedures for handling complaints and incidents.

The school regards any action or organisational arrangement which disadvantages a person with disabilities as discriminatory. It therefore:

- Acts on any organisational matter which could be questionable and reviews from the point of view of people with disabilities.
- Acts, via a member of SLT, on any report of discrimination or harassment. Any allegation which has foundation is recorded and action is taken to ensure that there is no repetition.

Strategies to manage behaviour address the needs of disabled pupils and reasonable adjustments have been made in relation to exclusions

The school is committed to considering the disability pupil(s) may have and its likely effect when considering sanctions.

In this context, it should be emphasised that, wherever reasonable and possible, the standards of behaviour expected of a pupil with disabilities will be the same as those expected of other pupils.

The School monitors pupil attendance by disability and uses the data when developing strategies to address poor attendance

The recording of the attendance and punctuality of pupils with disabilities are recorded in the school standard fashion. However, as may be appropriate, statistics are analysed to inform actions and support as may be needed.

Pupils' attainment and progress in individual subjects are monitored by disability

Whilst progress and attainment are measured in the standard way by subject staff, half-termly Progress Reports are reviewed by AEN staff on pupils with disabilities.

Strategies for tackling unjustified disparities in the attainment and progress of pupils by disability

The management of the learning plans of pupils with disabilities rest with the AEN faculty. The half-termly reviews of attainment and progress are designed to identify disparities which may not have been noticed before. The AEN staff have the connections, knowledge, expertise, and authority to modify approaches and provide additional resources.

Teaching methods, resources and learning styles take account of the needs of children with different disabilities.

Except for withdrawal classes, teaching methods and learning styles are the responsibility of the classroom teacher. Teachers will be advised on appropriate approaches for pupils with disabilities by AEN staff. If necessary, classroom teacher will also be supplied with additional resources and classroom support.

General training in Disability issues will be given to all staff as part of the Teaching & Learning Strategy. Specific training concerning disabilities is given to appropriate staff.

The School systematically reviews how it is meeting its duties under the Disability Equality Duty

Various analysis and evaluation procedures are systematically undertaken to consider achievement of pupils. A summary is reported to governors demonstrating how the school is meeting its key duties towards disabled pupils under the Special Educational Needs and Disability Act 2001.

The School and the Governing Body ensure that they take steps to meet disabled people's needs, even if this requires more favourable treatment.

In addition to adjusting the school environment to meet the needs of people and pupils with disabilities in general it is standard school policy to make specific arrangements where possible if needs arise. The School is committed to spending additional capitation on pupils with EHCP if necessary. These needs are reviewed by members of AEN staff.