

Greenacre Academy Accessibility Policy

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Document Change History

Date:	Version:	Description of Changes:
Sept 2023	1.1	Converted to school specific policy

Mission Statement

“To nurture and develop all people in our Trust so that they reach their full potential academically, vocationally, and personally, including being positive role models for future generations in the community. We will achieve this by providing high quality values-based education that cultivates employability and life skills making our schools the first choice for young people, parents, carers, staff and employers.”

Values

The values of Respect, Excellence, Collaboration, Independence, Perseverance, Enjoyment, Leadership, Integrity and Care are central to everything we do at the Skills for Life Trust.

Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Introduction

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Academies and Local Authorities have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

Our Academy’s accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of the Academy to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Notes

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Vision and values

We believe that all children and young people have the right to be healthy, happy and safe; to be valued and respected; and to have high aspirations for their future.

Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

Aims

- That all staff are aware of Equalities legislation
- To monitor the students and their participation in the life of the Academy, for example, patterns of attendance and exclusions, areas of the curriculum to which disabled pupils have limited or no access, the participation of disabled pupils in after Academy clubs and Academy visits, parts of the Academy to which disabled pupils have no or limited access.
- To monitor the impact on disabled pupils of the way the Academy is organised, for example, Academy policies and practices around the administration of medicines, time-tabling, anti-bullying policy, Academy trips and teaching and learning.
- To continually assess the physical environment of the Academy and accessibility for disabled students and employees
- To continually review the curriculum to take account of disabled students
- To assess the ways in which information is currently provided for disabled pupils

- To scrutinise the outcomes for disabled pupils including exams and end of key stage results and achievements in extracurricular activities

Involving disabled people

We aim to seek

- The views and aspirations of disabled pupils themselves
- The views and aspirations of the families of disabled pupils
- The views and aspirations of other disabled people or voluntary organisations

The plans

We aim to address the three areas of improving access to

- The physical environment
- Access to the curriculum
- Access to information usually provided in written form

Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

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

This policy has been developed in accordance with the definition of disability and terms set out in the Equality Act 2010.

Definition of Disability

The Disability Discrimination Act 1995 defines disability as the following:

‘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.’

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on a student’s everyday life. This includes students with ASD (Autistic Spectrum Disorders), ADHD (Attention Deficit Hyperactivity Disorder) and any linked with

CAMHs (Child and Adolescent Mental Health Service).

Key Principles

- The school recognises the inherent quality of all, irrespective of emotional needs or physical needs or mental disabilities.
- The school seeks to promote equality of opportunity so that all children irrespective of ethnic origin, gender disability or special educational needs have equal access to opportunities that develop their skills and abilities.
- The school believes that every child has unique characteristics, abilities and learning needs and a fundamental right to an education, which takes into a wide diversity of need and culture.
- The school believes that the involvement of parents and children should be as active partners of equal value.
- The school believes that high expectations should be set for all pupils including those with SEND with particular emphasis on independence.
- The school should respond to diverse needs through an atmosphere of collaboration and partnership.
- The school will not discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- The school will aim to make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage
- We aim to ensure governors and staff have regard to the DRC Code of Practice (2002) when performing their duties.
- The school values parents' knowledge of their child's disability and its effect on his / her ability to carry out normal activities.
- The school respects the parents' and child's right to confidentiality.
- We aim to provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles and to endorse the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum.

This policy sets out the proposals of our school to increase access to education for disabled pupils

in the three areas required by the planning duties of the DDA:

1. Increasing the extent to which disabled pupils can participate in the school curriculum.
2. Improving the environment of the school so disabled pupils can take greater advantage of education and associated services.
3. Improving the delivery of the curriculum to disabled pupils.

In determining what is reasonable the school will have regard to:

- The financial resources available to the school
- The costs of any particular alteration to the premises, staffing
- Arrangements, or special equipment required
- The practicality of making reasonable adjustments
- The extent to which aids and services will be provided via a
- Statement of Educational Needs statement, or by provision paid for
- outside the school's resources
- Health and Safety requirements
- The interests of other pupils

Any future building developments or renovation projects will be compliant with the regulations and guidance for Disability Access.

Access to the curriculum

All areas of the curriculum should be available to pupils regardless of their disability. Where an activity cannot be made accessible or would be inappropriate then an alternative activity should be made available. Cross country running may be inappropriate for an individual wheelchair user but an alternative physical activity should be offered. Handwriting practice might be inappropriate for a disabled pupil but practising keyboard skills would be a suitable and valuable alternative. Planning to improve access to the curriculum will include identifying reasonable adjustments to offer an equality of opportunity.

The school undertakes to assess its provision of curriculum to students on a regular basis, and to use this information to better tailor the curriculum to student requirements.

Greenacre Academy is committed to planning specific staff training which will improve access to the curriculum.

Greenacre Academy is committed to purchasing specialist equipment that will increase access to the curriculum for disabled pupils. For example, purchase more books with large print, writing slopes and pencil grips, or adjustable desks and chairs. The identification of barriers to participation in all areas of school life is a priority and where necessary, adjustments will be made to the curriculum and teaching methods.

For Academy trips staff will ensure the accessibility to coaches and mini buses for wheel chair users.

Within the context of our school buildings, which contains many steps and levels, all refurbishment and new buildings will be undertaken with the intention of improving access for disabled students, staff and visitors.

The school will consider ways of providing the most suitable aids and resources, outside of the child's SEND, or health, provision.

Physical environment

Greenacre Academy has an accessible toilet facility that is large enough to accommodate a toilet and washbasin, space for child, wheelchair and up to two adults. The Academy also has a physiotherapy room with a bed and hoist for physiotherapy sessions.

Greenacre Academy main block has a lift as an alternative method of returning the student to the ground floor in case of emergency, fire or lift failure. The 'Evac' type chair is available and staff are trained to use them. The English/Science block does not have a lift to the first floor; with careful timetabling we are able to accommodate disabled students on the ground floor where necessary. The Academy has disabled parking spaces site staff ensure that the space is not used inappropriately, or blocked by other vehicles.

Greenacre Academy are committed to reviewing and updating accessibility to the building and facilities to ensure that they are suitable for the disabled.

Access to written information

The Academy will raise awareness of font size and page layouts to support pupils with visual impairments with details given in student individual strategy sheets.

The Academy will audit the library facility to ensure the availability of large font and easy read texts to improve access.

Signage around the Academy will be reviewed regularly to ensure that it is accessible to all.

Links with other policies

- Risk assessment policy
- Health and Safety policy
- Equality information statement
- Special Education needs policy
- Supporting pupils with medical conditions policy