



## Accessibility Policy

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## Accessibility Policy

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## **1. Statement of intent**

All pupils at Red Gates have an Education, Health & Care Plan (EHCP), or an EHCP in process. The school meets the needs of each individual through a personalised, integrated curriculum of education and therapeutic input, based on a range of baseline assessments. These are used to assist professionals in the setting of appropriate targets.

We prioritise meeting the physical needs of students, alongside providing support for effective learning and communication. This enables students to have as much independence as possible, through making their needs and wishes known and through supporting their choices wherever possible. All pupils are provided with equal opportunity to learn, develop and enjoy school life.

The school is committed to taking steps to avoid placing anyone at a substantial disadvantage and therefore, works closely with pupils, their families and all relevant external agencies in order to remove potential barriers to learning and development.

The school actively promotes an inclusive environment for all pupils, staff and visitors. Ongoing measures to evaluate and improve accessibility within the school are taken as a result of data collection and discussions.

All staff members, parents/carers and visitors will adhere to this policy at all times.

## **2. Legal Framework**

2.1. This policy has due regard to statutory legislation including, but not limited to, the following:

**Human Rights Act (1998)**

**Special Educational Needs Regulations (2014)**

**Education and Inspections Act (2006)**

**Equality Act (2010)**

**United Nations Convention on the Rights of the Child**

**United Nations Convention on the Rights of Persons with Disabilities**

**Disability Discrimination Act (2005)**

2.2. This policy has due regard to national guidance including, but not limited to, the following:

**'The Equality Act and Schools', DfE (2014)**

**Equalities Policy**

**Behaviour Policy**

**Supporting Pupils at Schools with Medical Conditions Policy**

**Administering Medication Policy**

**Health & Safety Policy**

**Admissions Policy**

**Curriculum Policy**

**Emergency Evacuation Policy**

The school works within the **Disability Discrimination Act (2005)** terms, and ensure that pupils' targets and needs are reviewed every term by teaching staff, in conjunction with senior leaders. Annual reviews take place in conjunction with teaching staff, senior leaders, parents/carers and relevant external agencies.

**The Equality Act (2010)** prohibits discrimination against people with the protected characteristics that are specified in section 4 of the Act. Disability is one of the specified protected characteristics. Protection from discrimination for disabled people applies to disabled people in a range of circumstances, covering the provision of goods, facilities and services, the exercise of public functions, premises, work, education and associations. Only those people, who are defined as disabled in accordance with section 6 of the Act, and the associated Schedules and Regulations made under section A2, will be entitled to the protection that the Act provides.

### **3. Definition**

All pupils at Red Gates School have a disability, as defined under **The Equality Act (2010)**:

'You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'.

Department for Education (2010)

This means that, in general:

- the person must have an impairment that is either physical or mental;
- the impairment must have adverse effects which are substantial (e.g. it takes much longer than it usually would to complete a daily task like getting dressed);
- the substantial adverse effects must be long-term (long-term means 12 months or more – e.g. a breathing condition that develops as a result of a lung infection);
- the long-term substantial adverse effects must affect normal day-to-day activities.

A disability can arise from a wide range of impairments, which can be:

- sensory impairments, such as those affecting sight or hearing;
- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgia encephalitis (ME)/ chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy;
- progressive, such as motor neurone disease, muscular dystrophy, forms of dementia and lupus (SLE);
- organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease;
- developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia;
- learning difficulties;
- mental health conditions and mental illnesses, such as depression, schizophrenia, eating disorders, bipolar affective disorders, obsessive compulsive disorders, as well as personality disorders and some self-harming behaviour;
- produced by injury to the body or brain.

The effect of the Equality Act (2010) means that schools cannot discriminate unlawfully against individuals because of sex, race, disability, sexual orientation, religion or belief.

#### **4. Roles and responsibilities**

- Staff members will act in accordance with the school's Accessibility Policy at all times.
- The senior leadership team, in conjunction with the Governing Body, will create an Accessibility Plan with the intention of improving the school's accessibility.
- The Governing Body will be responsible for monitoring the Accessibility Plan.
- The Governing Body will approve the Accessibility Plan before it is implemented.
- All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.
- The head teacher will ensure that relevant staff members are aware of individual pupils' disabilities or medical conditions, where necessary.
- On admission to Red Gates, the school will establish specific disabilities and/or medical conditions which the school should be aware of.
- On acceptance of an offer of employment at Red Gates, information regarding individuals' specific disabilities and/or medical conditions will be obtained by the school. This information will be handled and stored in accordance with GDPR guidelines.
- The head teacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities/medical conditions are experienced.
- The senior leadership team and Governing Body will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
- All staff members will partake in whole school training in relation to equality.
- All class-based and leadership staff will be trained in general medical awareness. Designated staff members are trained in First Aid at Work, Paediatric First Aid or administering medication for specific pupils.

## **5. Accessibility Plan**

The Accessibility Plan is created as a result of an accessibility audit, with the aim of increasing the school's accessibility. The plan will be reviewed termly in consultation with the Governing Body, senior leadership team and relevant external agencies.

The Accessibility Plan complements and supports the school's Accessibility Policy and Equalities Policy. It identifies how the school's accessibility will be improved for pupils, staff members and visitors with disabilities within a given timeframe.

The Plan has the following key aims:

- To increase the extent to which all pupils can access the curriculum
- To improve and maintain the school's physical environment to enable accessibility for all individuals with disabilities
- To improve the availability of information for pupils, staff and visitors with disabilities.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

The Accessibility Plan will be reported on termly with respect to progress and outcomes. Both the Accessibility Policy and Accessibility Plan will be published on the school website. An accessibility audit will be undertaken by a member of the senior leadership team annually.

Refer to Appendix 1 for the school's Accessibility Plan.

## **6. Equal opportunities**

Red Gates School is committed to inclusion, and strives to ensure that all pupils are given the same opportunities. Activities are adapted by teaching staff to allow all pupils to reach their full potential and Red Gates staff members work within a multi-disciplinary team to ensure that all pupils receive the support they need.

## **7. Admissions**

Red Gates School will act in accordance with Croydon Council's Special Educational Needs team admissions policy.

## **8. Curriculum**

Red Gates School is committed to providing a safe, stimulating environment that enables all pupils to access the curriculum, regardless of their education, physical, sensory, social, spiritual and emotional needs. Red Gates School provides a differentiated curriculum to enable all pupils to make progress.

All pupils have Personalised Plans, which are created by teaching staff in conjunction with parents/carers and external agencies, where appropriate.

Specialist resources are available to support pupils to access the curriculum, e.g. sensory equipment provided by the Occupational Therapy Team.

## **9. Physical environment**

Red Gates School takes actions to ensure that all pupils, staff member and visitors have equal access to areas and facilities within the school premises. The school has disabled toilet facilities, ramps and wide corridors to enable access for wheelchair users. There are also provisions for nappy changing. An audit of accessibility will be undertaken annually.

## **10. Monitoring and review**

This policy will be reviewed every 3 years, in accordance with Department for Education guidance. The policy will be reviewed by the senior leadership team and the Governing Body. Equality assessments will be undertaken in conjunction with the policy review.