



Accessibility Policy and Plan

Governor Committee Responsible		Full Governors	
School Staff member Responsible		SENDCO	
Policy Type	Statutory	Review period	3 years
Date reviewed:	December 2020	Next Review:	December 2023

1. Introduction

The Special Educational Needs (SEN) and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. This has now been incorporated into the Equality Act 2010 (EA). Since September 2002, the Governing Body has had three key duties towards disabled students, under part 2, chapter 2 of the Equality Act 2010:

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

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required by the planning duties of the DDA:

- Increasing the extent to which disabled students can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled

Schools also have a duty under Part 2 of the DDA towards disabled staff and under Part 3 of the DDA towards the general public. As such, the Disability Equality Scheme (DES) widens the school's responsibilities to take account of all disabled people connected to the school.

The school takes "reasonable adjustments" to ensure that all disabled people (students, staff, parents, Governors, visitors) are not placed at a substantial disadvantage. To make these reasonable adjustments we:

- Plan ahead
- Identify potential barriers
- Work collaboratively with disabled people
- Identify practical solutions through a problem solving approach
- Ensure staff have the necessary skills

- Recognise the importance of home school partnerships and look to parents to inform school if their child has or is diagnosed with a disability
- Consider the effect of any proposed changes upon all members of the school community
- Monitor the effects of any adjustments and amend this policy

2. School Ethos, Vision and Values

Purpose and Direction

Inclusion at Ryburn Valley High School is about providing equality and opportunity for all in order to promote the highest possible standards of achievement. It also ensures that we recognise and celebrate the differences between us, treat all people fairly and strive to eliminate discrimination wherever it exists. The school believes that each student has a right to be recognised as an individual in his or her own right and that individuality should not be a barrier to learning or personal development. It is our ambition that all Ryburn Valley High School students achieve and succeed to the very best of their ability. We want them to acquire self-confidence, learning achievements and social skills that will help them to become good citizens and be prepared for the challenges before them in the wider world. Promoting and supporting inclusion requires a strong working partnership between all members of the school community and the wider community in which the school is based.

Ryburn Valley High School is committed to ensuring equal treatment of all its students, employees and any others involved in the school community, with any form of disability, and will ensure that disabled people are not treated less favourable in any procedures, practices or service delivery. Harassment of disabled people with any form of impairment will not be tolerated. The needs of young carers, who look after disabled parents, will also be considered through this scheme. This scheme should be read in conjunction with the school's policies for Special Educational Needs, SEN Information Report, Equality Policy, Excellence for All Policy, Anti Bullying, Access Centre Policy and Positive Behaviour and Discipline Policies. The school also keeps logs and strategies on incidents of Bullying, Racism, Homophobia and Sexism. The school will take steps to:

- Promote equality of opportunity
- Promote racial equality and good race relations
- Oppose all forms of discrimination and prejudice
- Ensure that students with a disability have access to the school buildings and to the curriculum.

Definition of Disability

The Equality Act defines a disabled person as someone who has "a physical or mental impairment which 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 included sensory and also hidden impairments. The definition is broad and includes students with a wide range of impairments, including learning difficulties, autistic spectrum disorders, ADHD, dyslexia, dyspraxia, speech and language impairments or medical conditions. An impairment does not mean a student is disabled. It is the effect this has on their ability to carry out normal day to day activities. The DDA identifies "long term" as a period that is (or likely to be) longer than 12 months.

3. Information from student data

Nature of the School's population

The number of students on roll with physical disabilities and the nature of the disabilities will vary from year to year. Other people connected with the school that have a disability, including other students, parents, staff governors and visitors will also change over time.

The following questions will regularly need to be asked:

- **Who is in the school?** Students, parents staff governors, visitors
- **Who is disabled?** Students and adults presently in the school
- **Who is not at school?** Students and adults absent through illness, excluded students
- **Who might we expect In the future?** New intake from Year 6, students transferring during the year for other reasons. Guest students from other schools including students enrolling on the Vocational Skills Course

Answers to these questions can be found in a range of school documentation and data ranging from attendance registers and visitors signing in books to the SEN Register and personal records. Under GDPR it would be unwise to publish that information in full within this document.

Strengths and Weaknesses in Working with Disabled Students

Whilst the school has many strengths in working with disabled and vulnerable students, there is a need to constantly review and monitor staff knowledge, skills and understanding in relation to individual student's needs. How the school is organised and its impact on disabled people will also require analysis and review and we will take into account the following:

- The level of staff awareness of what the DDA requires of them
- The participation of disabled students in school life
- The profile of disabled students joining the school
- Detailed information on how well disabled students are accessing the curriculum (data on assessment, achievement and targets, attendance and exclusions, participation in extra-curricular events and educational visits)
- Issues such as bullying and peer relationships
- Health care plans
- The school's physical environment and accessibility of the site
- School policies and procedures and the effects these have on students, staff, parents, Governors and visitors.
- Priorities in the School Development Plan
- Outcomes of the Every Child Counts Agenda
- Recruitment, development and retention of staff with disabilities

Views of those Consulted

The Disability Equality Scheme is a working and changing document that reflects the ethos of the school and the views and opinions of members of the school community. The DES should be informed by:

- The views and aspirations of all students (School council, annual reviews, representations on student forums – interview panels, healthy school group, Youth Citizens Panel etc.)

- The views and aspirations of disabled staff (CPD, performance management, staff meetings, Governors' Personnel Committee)
- The views and aspirations of the parents of disabled students (annual reviews, parents evenings, meetings/discussions with relevant pastoral/inclusion staff)
- The priorities of the local authority

Consultation will need to be organised in a way that is accessible to the particular groups who are being consulted and to show how the views of these groups have influenced the DES.

4. Main Priorities

Increasing the extent to which disabled students can participate in the school curriculum

The DES and Accessibility Plan has three main strands:

- Increased access to the curriculum for disabled students
- Improvement to the school environment to increase accessibility for disabled people
- Improvement in the provision of information for disabled people

This is achieved through whole school improvement plans and curriculum reviews as well as staff training and development. The school will also use the expertise, advice and guidance of external agencies and other schools. Subject and team leaders will make significant contributions to curriculum planning, flexible timetabling, the creative use of resources and appropriate deployment of support staff.

The student voice will have a key role in considering individual student needs as will consultation with parents and carers.

The DES and Accessibility Plan will have high expectations for disabled students and set them appropriate and challenging targets. It is the expectation that disabled students will make significant progress and staff will be accomplished at providing for and supporting disabled students. Particular groups will need consideration.

For students these include:

- PE for students with physical disabilities
- Sex education for those who are particularly vulnerable or have inherited conditions
- Music for deaf or hearing impaired students
- Easy language or taped information for students with learning difficulties
- Pictures and symbols for students with communication difficulties
- Pre-printed homework for dyslexic students
- Large print/modified work for the visually impaired and clear signs especially health and safety advice
- Height adjustable tables in classrooms for wheelchair users
- Lighting that supports lip reading
- Note takers for both hearing impaired students.
- A scribe for students with a physical disability.
- Appropriate level of on-site nursing provision (trained or school nurse) to support students with medical needs

- The positive promotion of disabled people through images, books, teaching materials and the wider curriculum in order to raise the self-esteem of disabled students
- The elimination of bullying towards disabled students
- Modification for dyslexic students
- PEEP for students with a physical disability/mobility difficulties.

For disabled parent/carers and visitors to the school these include:

- Information in different formats (Braille, large print, audio copies, appropriate language)
- Disabled friendly reception that caters for the deaf, those with communication difficulties, wheelchair users
- Safe floors (not over polished)
- Clear signs
- Access to the lift.

Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services

The school is fitted with ramps, lifts, hoists, and associated facilities including assisted changing areas for personal care needs and showering facilities for students with physical disabilities.

Improving the delivery of information to students with disabilities sense.

This might include:

- Handouts, timetables, worksheets, notices, information about school events
- Providing information in Braille, large print, simplified language, on audio tape, on video tape, sign language, using a symbol system
- Looking at how information in teacher marked and assessed work is given to students

5. Making it Happen

Management, coordination and implementation

The DES and Accessibility Plan runs for three years. It should be reviewed and reported on annually to the Governing Body through the Deputy Head (Pastoral) and the SENDCo. It should also be reviewed alongside the school's Inclusion and Learning Support Policies during the cycle of reviews.

The school's Deputy Head (Pastoral) and SENDCo (Inclusion Leader) monitor and review Inclusion and Learning Support issues as part of an on-going process to improve and update practice and procedure. This includes the collection, analysis and monitoring of data that shows how disabled students have performed against their own targets in terms of academic progress attendance and behaviour and participation in both the wider curriculum and school life.

Implementation

Leadership of the DES will be via the Deputy Head (Pastoral) who will lead this but the scheme is a whole school issue that requires a whole school response.

There is a need to:

- Audit subject leaders and identify staff training and development needs in relation to teaching and supporting students with disabilities.
- Establish a Disability Equality working group with the participation of disabled staff, students and parents/carers
- Audit student and adult disabilities across the school community
- Publish a Disability Action plan with key areas for development, resources, targets and review procedures.

Allocation of resources will be the responsibility of the Head Teacher and the school's Business Manager.

Support from the LA will continue to be sought with regards to access funding, specialist support (e.g. physiotherapists, occupational therapists, educational psychologists, school nurse and the SIT) and funding for students who have complex needs.

Getting Hold of the School's plan

Hard copies of the DES and accessibility policy/plan are available upon request from the school office. The plan is also available on the school's web site.

Adults and students are encouraged to contact the school to offer advice on the Disability Equality Scheme or on wider issues of disability and inclusion.