

DISABLED ACCESS Policy

Introduction

Roaches Farm School Network has an obligation under the Equality Act 2010: • not to treat pupils who are disabled less favourably for a reason related to their disability;

- to make reasonable adjustments for pupils who are disabled, so they are not put at a substantial disadvantage;
- to draw up plans to show how, over time, we will increase access to education for pupils who are disabled.

This policy sets out the proposals of our school to increase access to education for pupils who are disabled in the three areas required by the planning duties of the Equality Act:

- increasing the extent to which pupils who are disabled can participate in the school curriculum;
 - improving the environment of the school so pupils who are disabled can take greater advantage of education and associated services;
 - improving the delivery of the curriculum to pupils who are disabled.
- This policy should be read in conjunction with the School's Disability Access Plan.

What defines 'reasonable adjustments'?

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
- The need to maintain academic, musical, sporting or other standards

Statement of Intent

Roaches Farm School Network is committed to resourcing, implementing, reviewing and revising the Disability Access Policy. Our purpose is:

- to be sensitive to the needs of every child
- to reduce barriers to learning in every area of school life
- to ensure the curriculum is accessible to every student
- to keep equality of opportunity enshrined in our practice to have regard to any Department for Education's guidance as may be in force and amended from time to time

What constitutes a disability?

The Equality Act describes a person who is disabled as having '*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 impairment may cover mobility difficulties and sensory difficulties such as hearing and visual impairment, and medical conditions such as asthma, diabetes, epilepsy or HIV.

Mental impairment includes neurological deficits such as specific learning difficulties, autistic spectrum conditions (ASC), speech and language difficulties, mental health conditions and attention deficit hyperactivity disorder (ADHD). A very large group of children is included within the definition of disability, including children with significant behaviour difficulties which relate to an underlying impairment. Not all pupils who have a learning difficulty or special educational need are disabled.

Identifying the needs of pupils

Guardians/ carers and teachers collaborate to identify and provide for the needs of individual pupils, as outlined in pupil profiles, individual educational plans.

Parents or guardians of children with disabilities or special educational needs are expected to notify them to the school at the point of registration. If these are not known at the time, the school should be notified as soon as they are recognised. At all times, Roaches Farm School Network will take full account of:

- specific impairments
- pupil and guardians/ carers views
- advice from other designated professionals

Coordination and Implementation

This is the responsibility of the head of site, the SENCO, all teachers and TAs.

Responsibility

In order that Roaches Farm School Network is fully compliant with the Equality Act, all staff are made aware of the duties towards children who are disabled and the 'reasonable adjustments' needed for particular children.

Concerns or complaints

Roaches Farm School Network has an internal complaints procedure (see policy document), which starts by asking parents/ guardians/ carers to raise any concern or completing with the person in charge, then the management group, then the governing body. Beyond this, the Disability

Rights Commission (www.drc-gb.org; 08457 622 633) provides a confidential help line and a conciliation service.

The School also recognises that disabled pupils or those with special educational needs or learning difficulties may be at risk of being bullied. The School has a Bullying Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

This policy was agreed and adopted in December 2013. Latest review period May 2017

- As part of the school's development cycle
- Prior to this date should there be any changes to statutory requirements

Roaches Farm School Network

Spring Valley School

ACCESSIBILITY PLAN (2021- 2024):

Roaches School

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	Discuss how to accommodate staff and pupils with disabilities	Discussions with all staff to ensure best access for all	<p>The classrooms will be arranged for best access for all.</p> <p>Ramp access is available to access the ground floor of the building although regular teaching on the first floor is not available to wheelchair users.</p>	On going	Spring Valley has had significant investment to transform it from a older people's care home into a school. Attention has been made to heights of door handles, worktops and plug sockets, and a disabled toilet has been provided.
Medium Term	Develop ground floor arrangements to fully allow access for foster carers, social workers, parents and children who may need to attend multi-agency meetings.	<p>The ground floor is still being completed but attention has been paid to where access affords full inclusion to anyone wishing to attend meetings.</p> <p>Education cannot be provided on the first floor for people and children who require a wheelchair.</p>	<p>While long term education cannot be offered to people and children who are unable to negotiate stairs – the ground floor of the building should allow full access to any individual who is attending for training or meetings.</p>	<p>Building is still being completed and room designation is still subject to final agreement with Ofsted and the DFE.</p> <p>Finalised plans along with completion certificate are subject to access measures on the ground floor.</p>	Ground floor accessibility arrangements are compliant with building regulations for new developments.

Long term	<p>Long term ambitions are for the school building ground floor to be accommodate any person or child with reasonable access requirements.</p> <p>This will be particularly important for community events that are earmarked to use the school building to help with the local fete.</p>	<p>Further planning in this regard is subject to building completion certificate and DFE/Ofsted agreement with the request for registration.</p>			
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