

The Roaches Schools Network

DISABLED ACCESS Policy

Introduction

The Farm Schools 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

The Farm Schools 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

The Farm Schools Network

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, The Farm Schools 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 The Farm Schools 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

The Farm Schools 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 June 2018

- As part of the school's development cycle

ACCESSIBILITY PLAN 2020-23
Parkgate School

ACCESSIBILITY PLAN (2020- 2023):

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	How can the Parkgate site be reasonably adjusted to accommodate disability more effectively?	Analysis of site since renovations have taken place. What is a reasonable/practicable change for the sites given the rural location?	Initial planning discussion about driveway and door access in the first instance. All sockets and light switches where the garage has become a classroom are already compliant with building regs following this year's build.	On going	House can be accessed with significant help but some modifications should be considered for access over the door step and class door.
Medium Term	Access to first floor is not possible for wheelchair users or anyone with significant physical impairment. Is it practicable to	Prior warnings to potential visitors about restrictions on the site.	To be discussed and planned by SLT following discussion around practical ways to forewarn visitors about site	Ongoing	TBA

	accommodate a stairlift or equivalent if the home is not registered for PMLD.	Possibly reference to site limitations on school website.	limitations.		
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<p>Long term</p>	<p>The Roaches Farm School Network provides education in rural locations for children with complex needs who require therapeutic intervention. The locations provide for nurture and security away from the influences of the town. However, the registration for SEMH is such that the schools will not attempt to deliver education to any child who suffers a significant physical disability.</p>	<p>School leaders will further analyses long term changes once the school is active with children.</p>	<p>Any new building structures are subject to Building Regulation requirements such as height of sockets and door handles. This consideration is subject to Parkgate School being reasonably able to allow access.</p>	<p>Ongoing</p>	<p>New building plan will be subject to county planning permissions and therefore will be fully ratified for reasonable access through planning regulation.</p>
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The General Duty

Parkgate School aims to identify and remove barriers to all members of the community with disabilities. We will do this by complying with The Equality Act 2010

- 🕒 promote equality of opportunity between people with disabilities and other people;
- 🕒 eliminate discrimination that is unlawful under The Equality Act 2010;
- 🕒 eliminate harassment of people with regard to their disability;
- 🕒 eliminate harassment to those associated with people with disabilities;
- 🕒 promote positive attitudes towards disabled people;
- 🕒 encourage participation by disabled people in public life;
- 🕒 take steps to meet disabled peoples' needs through making reasonable adjustments within our means.

Gathering Information

Parkgate School recognises the definition of Disability as set out in the Equality Act 2010 in the Act, a person has a disability if:

- ⌚ they have a physical or mental condition
- ⌚ the condition has a substantial and long term adverse effect on their ability to perform normal day to day activities

For the purposes of the Act, these words have the following meanings:

- ⌚ 'substantial' means more than minor or trivial
- ⌚ 'long term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- ⌚ 'normal day to day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

Definition of the terms:

- ⌚ 'physical impairment' includes sensory impairments;
- ⌚ 'mental impairment' including learning difficulties and an impairment resulting from or consisting of a mental illness;
- ⌚ 'substantial' means 'more than minor or trivial'; and
- ⌚ 'long term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, attention deficit hyperactivity disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day to day activities is substantial and long term, as defined above.

The effect on normal day to day activities is on one or more of the following:

- ⌚ mobility;
- ⌚ manual dexterity;
- ⌚ physical co-ordination;
- ⌚ continence;
- ⌚ ability to lift, carry or otherwise move everyday objects;
- ⌚ speech, hearing or eyesight;
- ⌚ memory or ability to concentrate, learn or understand;
- ⌚ perception of risk of physical danger.

Some people are automatically covered by the definition: including those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

Increasing the extent to which disable pupils can participate in the school curriculum

- ⌚ We will ensure that each individual is given support and encouragement in identifying and fulfilling his or her potential; working with parents prior to the students joining our School and throughout their school life will help us develop the most appropriate programme of support.
- ⌚ We ensure that all students achieve to the highest possible level in line with their potential and that they leave this School with a range of skills, knowledge and attitude appropriate to the demands of a secondary school in the twenty first century.
- ⌚ We are constantly looking at ways to improve our curriculum. A high priority, as outlined in the School Improvement Plan, is the exploration of delivery of lessons where attention is paid to adopting a variety of teaching and learning styles. All lessons should be differentiated.
- ⌚ Training is delivered through the expertise of our own staff, our multi-agency

partners, or external course providers. Training is delivered to the whole staff or individual staff as appropriate. This enables us to ensure that disabled pupils can fully participate in the school curriculum.

- ⌚ We use a range of approaches to deliver the curriculum.

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

*For building planning changes see matrix.

- ⌚ Provide facilities and equipment to develop independence for all pupils

Improving the delivery of disabled pupils of information that is provided in writing for pupils who are not disabled

- ⌚ To support pupils with accessing written communication through a range of strategies including large print, simplified language (readability) or illustrations to include visual timetable.
- ⌚ To establish on-going communication regarding The Equality Act 2010 through parental consultation.
- ⌚ To support parents with accessing written communication through readability checks on letters. School Newsletter to be dyslexia friendly.

Management, Co-ordination and Implementation

Awareness of The Equality Act 2010

- ⌚ All staff are aware of their disability and discrimination duties as they apply to schools through the presentation of the draft policy at the staff briefing. The School extensively draws on support from within and beyond the School e.g.: School Nurse, School Doctor, psychotherapist, Speech and Language, CAMHS.
- ⌚ The Governing Body have key responsibility for the School's Accessibility Plan and have set priorities for the plan in liaison with the group's consultant headteacher and individual site headteachers. These include the School's Vision and Values for disabled pupils, strategic direction of the School Accessibility Plan, monitoring and evaluation of the plan, organisation of the review process, collation of evidence to support evaluation and reporting to parents on the success of the Plan.

Co-ordination

- ⌚ Our accessibility is included in the School Improvement Plan in its entirety. School Governors and Senior Managers have full responsibility for covering all areas of The Equality Plan 2010. Priorities for the School's Accessibility Plan need to be co-ordinated with plans across the School including SEN, Curriculum Review and CPD.

- ⌚ Schools also have responsibility for staff and the general public under Section 3 of The Equality Act 2019. The School's Plan needs to be co-ordinated with its responsibilities in these areas and with its duties in such areas as race, health and safety and human rights.

Implementation

- ⌚ The School has set out the priorities for its Plan. We believe that plans are more likely to be implemented where they are accompanied with: a clear allocation of responsibility, clear allocation of resources, an indication of expected outcomes or performance criteria, clear timescales and a specified review process. Our action plan encompasses all of these parts.
- ⌚ The plan will be reviewed annually by the Governing Body in conjunction with the Headteacher. Additionally the plan and equality scheme will be reviewed in light of National and Local initiatives. The work of the School and the nature of the community in which it serves will also feed into the review process.
- ⌚ The review process will directly involve all members of the School Community including governors, parents, children and the wider community.

Reporting Requirements

- ⌚ The Governing Body is required to support parents with the Accessibility Plan and will do this through the School Website. It will also be reported through the SEN Policy. It will include arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than others. It will also include the facilities to assist access to the School and the requirement to report on the School's SEN Policy.

Getting hold of the School's Plan

- ⌚ The Accessibility Plan and guide to implementation is freely available on request. Single copies of the plan are readily available free of charge. A copy can also be found on the School's Website.

