

# 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](http://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 July 2020

- As part of the school's development cycle

**ACCESSIBILITY PLAN 2019-22  
Evergreen School**

## ACCESSIBILITY PLAN (2019- 2022):

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	How can the Evergreen 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 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 accommodate a stairlift or equivalent if the home is not registered for PMLD.	Prior warnings to potential visitors about restrictions on the site. Possibly reference to site limitations on school website.	To be discussed and planned by SLT following discussion around practical ways to forewarn visitors about site limitations.	Ongoing	TBA

<p><b>Long term</b></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 Evergreen 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>
-------------------------	---	--	---	----------------	---