

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

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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**

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ACCESSIBILITY PLAN (2020- 2023):

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	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>Upper school could accommodate some pupils with restricted motor skills in the outside classroom.</p>	On going	Satis House is Grade 2 listed and there are limitations as to physical changes that can be made. However, the two outside classes are easily accessible to those with disabilities. The timetable could be evaluated upon referral of a child who meets the admissions policy. Adults can gain access to the building for meetings via the front entrance
Medium Term	While building Roaches Lower School's new class – ensure that the classroom meets building regulations for accessibility.	<p>LS class completed.</p> <p>Any further classroom changes must meet the requirements of the Equality Act as they inform building regulations.</p>	<p>Now able to accommodate the needs of KS1 children at LS.</p> <p>Now able to address the mental health needs of our children with much greater privacy and confidentiality.</p>	April 2020 – this classroom is now finished and in use. Further development is due to accommodate wider curriculum needs of KS1 which the school has recently registered for KS1 (outside/inside continuum for example).	Further development of class 3 must take into plans already in place to accommodate KS1.

<p>Long term</p>	<p>While the Roaches School is limited in its ability to make significant physical changes to existing environment, areas such as the PSHE curriculum and SMSC must bear in mind the needs of all those with protected characteristics in order to ensure no discrimination affects those less physically able.</p>	<p>The designated therapy room at Satis House is now complete and specifically designed to support the mental health of our young people.</p> <p>Focused consideration of the PSHE and SMSC curriculum to consider the needs of those with needs which present obstacles to access.</p>	<p>Continued consideration given to planning PSHE and SMSC with a view to all staff and pupils being more highly sensitised to additional physical and emotional needs</p>	<p>Ongoing -with regular review and discussion between staff team, children and leadership team.</p>	<p>Agree measures across the school organisation to help bring into focus those with protected characteristics and specific disabilities (ongoing charity ventures, curriculum review within PSHE and SMSC).</p>
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