The James Hornsby School

Together we excel

Accessibility Policy

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1. General

The Governing Body recognises that the school must take positive action to prohibit all forms of illegal discrimination. This obligation is towards staff, students and others associated with the school (e.g. parents/carers; users of the premises; visitors). The Governing Body aims not to treat disabled people using the school's services less favourably than able people as far as is reasonably practicable.

2. Definition of Disability

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

This definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and 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.

A disability also covers those with:

- severe disfigurements;
- impairments controlled or corrected by the use of:
    - medication;
    - prostheses;
    - an aid or otherwise;
- progressive symptomatic conditions; A history of impairment.

People with HIV, cancer and multiple sclerosis are also covered at the point of diagnosis. But excluded are those with:

- an addiction to or dependency on:
    - nicotine;
    - tobacco; or
    - other non-prescribed drugs or substances;
- seasonal allergic rhinitis (hay fever); and
- Certain mental illnesses with anti-social consequences.

3. The School's Duty

The school will discharge its responsibilities towards disabled staff, students and those using the school's services by ensuring that disabled people are not treated less favourably in the following aspects as relevant:

- accessibility to the premises and facilities;
- accessibility to the curriculum;

- accessibility of associated educational services; training of staff and students.

The school's policy is to:

- promote equality of opportunity;
- eliminate unlawful discrimination;
- eliminate disability-related harassment;
- promote positive attitudes towards disabled people;
- encourage disabled people's participation in public life; and
- take steps to take into account people's disabilities, even where that involves more favourable treatment.

For residential trips which are essential to the National Curriculum, statutory RE or in preparation for prescribed examinations, a charge will be levied for board and lodging.

4. Accessibility Plan

The school aims to:

- enable disabled staff to have reasonable access to premises and facilities that they need for their contracted duties;
- ensure that as far as is reasonably practicable the needs of disabled visitors to the site are taken into account;
- increase the extent to which disabled students can participate in the school curriculum;
- improve the physical environment of the school in order to enable disabled students to take advantage of education and associated services;
- Improve the delivery to disabled students within a reasonable time and in ways which are determined after taking into account their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for students who are not disabled.

5. Unlawful Discrimination

The school will ensure that discrimination is prohibited in:

- the selection, appointment and promotion arrangements for staff;
- staff conditions of service;
- staff training;
- the arrangements for determining student admission;
- the terms on which admission is offered;
- refusing or deliberately omitting to accept an admission application;
- provision of education or associated services (including educational visits and extracurricular activities);
- exclusions;
- victimisation and harassment;
- failing to take steps to ensure that disabled students are not placed at a substantial disadvantage in comparison with non-disabled students in the arrangements for determining admission to school and in relation to the provision of education and associated services. However, alterations to buildings and the provision of auxiliary aids and services are not required under this law.

Students:

The school values the full range of its students and seeks to ensure that its practices are fully inclusive. Every effort will be made to ensure that 'reasonable adjustments' are made to accommodate students with disabilities, to enable them to have access as is reasonably practicable to the school premises, facilities, curriculum and associated services.

The school is required to make:

- Improvements in access to the curriculum for disabled students;
- physical improvements to increase access to education and associated services (e.g. extra-curricular activities); and
- Improvements in the provision of information in a range of formats for disabled students.

There is an additional requirement for schools to explore whether or not students with behaviour issues may or may not have an underlying disability leading to this. For example, the following maybe underlying reasons for poor behaviour:

- Mental illness, mental health problems, learning difficulties, dyslexia, diabetes, epilepsy.

(NB behaviour difficulties arising from social or domestic circumstances are not covered by the Act. Other school policies cover these areas).

The school will take into account all these requirements when considering the inclusion and treatment of disabled students in the school.

6. Education and Associated Services

For students:

- preparation for entry to the school;
- the curriculum;
- teaching and learning;
- classroom organisation;
- timetabling;
- grouping;
- homework;
- access to school facilities;
- activities that supplement the curriculum e.g. a drama group visiting the school;
- school sports;
- school policies;
- breaks and lunchtimes;
- serving school meals;
- interaction with peers;
- assessment and examination arrangements;
- discipline and sanctions;
- exclusion procedures;
- school clubs and activities;
- educational visits;
- arrangements for working with other agencies;

- preparation for the next phase of education;
- administration of medicines;
- first aid.

7. Aims

The school will promote equality of opportunity and eliminate unlawful discrimination related to disability and disabled-related harassment through the rigorous application of all policies.

Staff:

The school aims, within the constraints of resources available, to ensure that no member of staff with disabilities is less favourably treated in the school's procedures and practices in respect of:

- Recruitment, performance management, promotion, staff development, teaching environment and access to the premises.

Staff with disabilities will become identified during the recruitment process and risk assessments will then be carried out to identify any needs. Staff may also request an assessment at any time to deal with changing needs and senior managers will also need to be aware and highlight any issues as they arise – the annual performance review being an ideal opportunity to monitor or initiate procedures. The outcomes and attendant resources will be highlighted and discussed. Any outcomes will be recommended to the Local Governing Body for funding and implementation.

Visitors to the site are requested at reception to make known any special requirements that they may have.

Students:

The school aims, within the constraints of resources available, to enable each student to fulfil their potential, within an educational programme that has development of the whole person at its core.

The school aims to fulfil the requirements of the legislation to make 'reasonable adjustments' for students with disabilities, to enable them to have access as far as is reasonably practicable to the school premises, facilities, curriculum and associated services.

The school will examine each disability case to determine the best adjustments that can be made to accommodate a disabled students' needs.

The school will promote positive attitudes towards disabled people through the curriculum delivery in the PSHE lessons and will encourage participation of all the student body, regardless in all the activities on offer.

Students' disabilities are identified during the general admission procedures that take place in the summer term prior to entry to the school in September. Individual meetings are held between a Head of College or Pastoral Officer and the student and their parent/carer where any identified needs can be discussed and recorded. Any possible solutions can also be noted. Medical staff will also be in attendance if

appropriate. The Head of College will ensure that the necessary adjustments are carried out or resources put in place.

During the time a student is at the school it would be the responsibility of the form tutor, the Head of College and thence, the SLT line manager with responsibility in this area to ensure that needs are monitored and addressed if needs be.

In addition to addressing physical and mental needs, it is essential to consider the safe use and storage of mobility aids. The responsibility lies with parents or caregivers, in collaboration with the school, to seek professional medical advice and guidance to ensure the proper and secure use and storage of these aids.

8. Premises

The school recognises that it is not required to provide 'auxiliary aids' (i.e. special equipment or additional personal support), nor make physical alterations to the buildings.

However, to meet its obligations, the school will ensure that the needs of disabled staff and students are fully considered in any strategic planning for the development of the school premises.

When determining annual priorities, the school will take into account the need to make the school site more accessible for staff and students with disability.

The school will budget annually for reasonable minor adjustments to the environment to enable a member of staff and/or a student with a disability to have access to the full teaching and learning of the school.

The school will bear in mind health and safety requirements and the interests of other students in all the above considerations.

9. Action on Transfer into the School

At transfer to the school, additional liaison time is allocated for disabled students and their families to ensure that the student's educational needs and this school's requirements are fully understood by staff at the feeder school, parents/carers, and students, and to ensure that the transfer process is effective.

10. Teaching

Staff:

The development needs of disabled staff will be discussed with the member of staff on a regular basis.

Where necessary, support staff time will be allocated, relevant to the disabled member of staff's needs.

Wherever possible the timetable will be adjusted to reflect the needs of disabled member of staff.

Within the constraints of financial resources the school aims to make adjustments to the premises to enable the member of staff to teach effectively.

Students:

In all teaching and learning activities a full range of teaching and learning styles will be employed to ensure that no student is excluded from learning.

Teaching staff will be given advice from SENCO as to the learning needs of disabled students.

11. Off-site Activities

The school will ensure as far as reasonably practicable that students and staff with disabilities are given access to off-site activities organised by the school.

12. Liaison with Parents/Carers

The school will continue to ensure close liaison with families of all students with disability through the provision of designated staff members with allocated time and effective communication skills.

Wherever appropriate the school will be happy to provide information in different formats to take account of disability.

13. Training

Appropriate training for staff and students will be delivered as necessary. In the case of students there will be units in appropriate areas of the National Curriculum and in the PSHE programme.

All teaching staff will be given regular advice on improving practice in differentiation for students including those with disability.

Regular individual staff training will be undertaken regarding the needs for learning of particular disabled students and teaching staff will be made aware of inclusion issues.

14. Monitoring

The school will regularly review the progress of all students and share this information with parents/carers through reports and on parents' evenings.

The school will seek to identify any improvements that can be made and where applicable will include these within its annual development plan.

The school welcomes any suggestions for improvements.

15. Concerns

If there are any concerns relating to accessibility, please contact the school in the first instance. Information on raising concerns is available to view on the school website.