



Arbour Vale School

Specialist Sports College

Accessibility Policy

November 2017

Arbour Vale School believes in equality of opportunity for all, this includes all pupils, employees, governors, parents / carers and any member of the community using the school for leisure or other activities.

The school aims to identify and remove barriers to participation and achievement in every aspect of school life. It strives to set suitable learning challenges for all; respond to diverse needs of all pupils; and overcome potential barriers to learning and assessment for all individuals and groups of pupils.

Arbour Vale School proactively seeks to:

- Increase the extent to which all pupils can participate in the school curriculum
- Improve the environment of the school to increase the extent to which pupils can take advantage of education and associated services
- Improve the delivery of written information to all pupils, staff, parents and visitors

The school aims to promote facilitative learning environments and equality of access and opportunity for pupils with additional needs to those experienced by the majority of pupils within the school.

Treating people equally can mean treating them differently, but we believe that:

- All learners of equal value
- Relevant differences should be recognised
- Positive attitudes and relationships should be developed and a shared sense of belonging and cohesion should be fostered
- Staff recruitment and development policies and programmes should benefit all employees and potential employees
- Unequal outcomes and barriers should be addressed and reduced
- Policy development should be evidence based and should involve widespread consultation and involvement
- Society as a whole should benefit
- Principles in themselves are not enough

Definition of Disability

Our definition of disability includes Cancer, Diabetes, Epilepsy, HIV, Multiple Sclerosis (MS) and other chronic, progressive or recurring conditions; hearing and visual impairments; mobility difficulties; severe disfigurement; Dyslexia; Autism; Speech and Language Impairments; and people with mental health conditions or learning difficulties/disabilities.

A disabled person (child or adult), is 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**.

A physical or mental impairment includes sensory impairments; impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection, Cancer or Multiple Sclerosis.

Substantial means more than minor or trivial.

Long term means impairment that that lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.

Normal day to day activities cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift, carry or otherwise move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of the risk of physical danger.

Someone with impairment may be receiving medical or other treatment which alleviates or removes the effects of that impairment (but not the impairment itself). In such cases the treatment should be disregarded and the impairment is taken to have the effect it would have had without the treatment. Some people are automatically deemed to have a disability covered by the Act – those with HIV, Cancer, MS and severe disfigurements. There are special provisions for people with progressive or recurring conditions.

This policy is drawn up in accordance with the Disability Discrimination Act (DDA), as amended by the SEN and Disability Act (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils".

Under the DDA the school has a general duty 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
- Take steps to take into account people's disabilities, even when that involves more favourable treatment
- Publish an Accessibility Plan demonstrating how we intend to fulfil our general and specific duties

The school already makes the following provision for children with disabilities under the DDA:

- All children have access to all areas of the school and all areas of the curriculum, as appropriate to their learning needs
- The school has identified certain areas of good practice where proactive steps have already been taken:
 - The curriculum is fully differentiated and continually reviewed to ensure that it meets the needs of all students.
 - Training is regularly delivered to all staff on how to meet the needs of specific groups of children.
 - Data is continually scrutinised to explore how student progress can be improved further.
 - There is an extensive training programme to ensure that staff are able to meet the medical needs of all students, so maximising the amount of time that those with chronic medical conditions are able to remain in school
- Multidisciplinary work is considered a key priority – parents being an integral part of this work
- Certain students have access to a 24-hour curriculum, 4 days a week, during term-time

The school is aware of some areas of concern:

- Adequate provisions of both suitable ICT hardware and software to enable greater access to the curriculum for all students
- The suitability of the outdoor environment, particularly playgrounds

The following actions may be considered to support an employee who is disabled:

- Altering working hours
- Changing the person's place of work
- Allowing absences during working hours for rehabilitation, assessment or treatment
- Examine the duties allocated to a disabled member of staff
- Supplying additional training
- Acquiring or making changes of equipment
- Providing a reader or scribe
- Altering the premises
- Transferring the person to fill an existing vacancy

This Accessibility Policy should be read in conjunction with the following school Policies:

- Behaviour Policy
- Equality and Discrimination Policy
- Health and Safety Policy
- SEN Policy

The School Accessibility Plan will be published on the school website.