



*Status: FINAL
Ratified On: 3rd February 2017
Ratified By: Resources Committee
Review Period: Three Yearly
Delegation: Resources Committee*

Accessibility Policy 2017 - 2020

1. Introduction

- 1.1. Ralph Sadleir School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and learning style. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people are valued, respected and equal members of our school. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- 1.2. Ralph Sadleir School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, spiritual, emotional and cultural needs.
- 1.3. The school has 341 pupils aged 9-13. It is one of the Middle Schools which forms part of the Rib Valley Pyramid of Schools. 5% of the pupils are entitled to Free School Meals (FSM) and 14% of the pupils are Pupil Premium.
- 1.4. The school acknowledges that it is necessary to raise awareness of issues related to accessibility and to provide appropriate training for staff and governors in the matter of disability discrimination.
- 1.5. This Accessibility plan should be read in conjunction with the following policies, strategies and documents:
 - SEND Policy
 - Curriculum
 - Teaching and Learning
 - Equal Opportunities Policy

2. Definition of Disability (Equality Act 2010)

- 2.1. According to the Equality Act a person has a disability if:
 - They have a physical or mental impairment
 - The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

- Physical or mental impairment includes sensory impairments and also hidden impairments such as: Dyslexia, Autism, Speech and Language impairments, ADHD

2.2. For the purposes of the Equality 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.

2.3. People who have had a disability in the past who meet this definition are also protected by the Equality Act. Progressive conditions are considered to be a disability under the Equality Act. There are additional provisions relating to people with progressive conditions. People with HIV, cancer or Multiple Sclerosis are protected by the Equality Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

2.4. The Children and Families Act 2014 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled staff and pupils, under Part 4 of the DDA:

- Not to treat disabled staff and pupils less favourable for a reason related to their disability;
- To make reasonable adjustments for disabled staff and pupils;
- To plan to increase access to education for disabled pupils.

3. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

4. We support the use of specific high impact interventions and teaching techniques that have proven impact in addressing the most common needs our students present.

When a problem is highlighted the academy identifies, implements and reviews the most appropriate intervention for each individual pupil, through the use of 'Individual Education Plans' (IEP's).

These range from adapted teaching techniques in the mainstream classroom to any particular arrangement deemed necessary.

5. Equality Statement

We will do all we can to ensure that this policy does not discriminate directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race, gender, sexual orientation, disability, ethnicity, religion, cultural beliefs and pregnancy/maternity.

We will use an appropriate Equality Impact Assessment to monitor the impact of all of our policies and the policy may be amended as a result of this assessment.

6. The Accessibility Plan will be published on the school website.
7. The Accessibility Plan will be monitored through the Governing Body.

2. Policy Review

2.1. This policy was reviewed, updated and ratified by the Resources Committee.

Governance	Chair Person / Headteacher	Signature	Date
Resources Committee	Mr D Spong		9 th December 2016

Reviewable every three years.