



Ralph Sadleir School

Accessibility Policy and Plan 2023-2026

1. Introduction

- 1.1. Ralph Sadleir School values the contribution that every person can make and welcomes the diversity of culture, religion and learning ability. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All stakeholders 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/carers and visitors regardless of their educational, physical, sensory, spiritual, emotional and cultural needs. This policy sets out how we will ensure access to the curriculum for all. Ralph Sadleir School is committed to making reasonable adjustments, if required, and commits to developing resources and interventions for the needs of the pupils.
- 1.3. Ralph Sadleir has 322 pupils aged 9-13. 14.5% of the pupils are entitled to Free School Meals (FSM) and 16.7% of the pupils are Pupil Premium. 18.3% have an identified SEND need.
- 1.4. The school acknowledges that it is necessary to raise awareness of issues related to accessibility and disability and to provide appropriate training for staff and governors in the matter of disability discrimination.

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, anxiety, mental health needs.

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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 favourably for a reason related to their disability;
- To make reasonable adjustments for disabled staff and pupils;
- To increase access to education for disabled pupils.

3. Accessibility Plan Actions

3.1. 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. All areas of the school are wheelchair accessible, and care plans are used to ensure that any pupils, staff or visitors with a physical disability are well supported.
- Improve the delivery of written information to pupils, staff, parents/carers 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. Interventions

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

5. Ensuring Equality

5.1. 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.

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

5.3. The Accessibility Plan will be monitored through the Local Governing Body (LGB).

5.4. It should be noted that not all of the requirements can necessarily be introduced immediately. Ralph Sadleir will continue to plan ahead to implement necessary changes as reasonably practicable.

6. Access

Ralph Sadleir is always looking to improve access around the school for disabled pupils. Our current provisions for the disabled in terms of our school site is:

- accessible toileting
- one floor so access to all areas is enabled
- large classrooms to provide access for wheelchair users
- Individual care plan to ensure continuity of care, arranged with parents / carers and medical professionals as necessary

7. Action Plan

The action plan sets out the targets that support the aims of the school as outlined above. These plans will be reviewed regularly.

8. Legislation and guidance

This document meets the requirements of schedule 1- of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer, and also mental health needs.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association. which will be then under our SEN funding that we receive.

9. Policy Review

This policy is optional and will be reviewed every three years and/or in light of any changes in legislation by the Curriculum & Achievement Committee (a subcommittee of the Local Governing Body). The Board of Directors have delegated the ratification of this policy to the Curriculum & Achievement Committee.

Governance	Chair Person	Signature	Date
Curriculum & Achievement Committee	Mrs J Tye		9 th December 2016
Curriculum & Achievement Committee	Mrs J Tye		27 th February 2019
Curriculum & Achievement Committee	Mrs J Tye		11 th February 2020
Curriculum & Achievement Committee	Mrs J Tye		25 th September 2023