

Earlscliffe (Sussex Summer Schools Ltd)

DISABILITY POLICY AND IMPLEMENTATION PLAN

School Accessibility Plan

The plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It also draws on guidance set out in the DfED document 'Accessible Schools' issued in 2002

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as 'A person has a disability 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 carry out normal day to day activities

Philosophy

We believe that the quality education for all children can be defined through developing a culture of inclusion and acceptance, in which all members of the school community are valued equally, treated with respect and provided with equal opportunities. This can be achieved by encouraging the development of inclusive cultures, producing inclusive policies and supporting the development of inclusive values practices. Pupils, Parents and staff should work together with specialist support agencies and services to remove barriers, which restrict full access to education for all members of the school community. To achieve this, staff, pupils and parents must feel confident that inclusion is beneficial for the development of the child, and equal importance must be given to ensuring that no pupil's education is impaired.

Key Objectives

To reduce and where possible eliminate barriers to accessing the curriculum and participation in the school community for pupils and to prospective pupils who have a disability. Our aim is to create an environment whereby, so far as is reasonable and practical, each and every person (whether visiting or attending) can move freely around all the buildings and can experience all we have to offer.

Principles

Compliance with DDA is consistent with the culture of our school and its Equal Opportunities Policy (for Staff and for Pupils). In the operation of our SEN policy we affirm our responsibilities under DDA together with any amendments herein. These can be summarised as

1. Not to discriminate against disabled pupils in their admissions and exclusions or the provisions of education and associated activities
2. Not to treat disabled pupils less favourably
3. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
4. To publish an Accessibility Plan as an Appendix to this policy

In performing their duties and formulating policies staff will give due regard to the Disability Rights Commission (DRC) Code of Practice dated 2002. We fully recognise and value the

unique and parental knowledge of their child's disability and the effect of that disability on the ability of their child to carry out some activities commonly and readily carried out by other children of the same age. We also recognise and respect the right to confidentiality for parents and children. The School provides all pupils with a broad, balanced and challenging curriculum, differentiated and adjusted in the accordance with the needs of individual pupils and their own learning styles.

Staff who have designated responsibilities for equality at the school will liaise closely with parents, staff and educational psychologists as necessary to ensure that the Individual Educational Plans for each child with special needs are relevant.

Training will be provided to teachers to enable them to teach and support disabled pupils and pupils with special educational needs. This training is on-going and will be reviewed and adapted to suit the current needs of pupils.

The key principles are

1. That teaching will set learning challenges that are suitable and demanding
2. That teaching will respond to the learning needs of those being taught
3. That barriers to learning will be identified and addressed positively and directly.
This will involve the active participation of staff, students and also parents where necessary.

Success Criteria

- To make Staff aware of the implications of catering for pupils with disabilities through CPD
- Establishing a culture in the school, where the school as a whole is aware of the range of factors which constitute 'disability'
- Offer a range of inset training and CPD opportunities for staff to learn about and implement strategies to ensure full participation of pupils with disabilities
- The needs of pupils with disabilities are taken into account in all planning – whether the lessons or other school activities or for future building plans and renovations
- The spiritual, moral and cultural development of pupils with disabilities is not compromised

Evaluation

- Staff show awareness in schemes of work and lesson planning
- Improvements are made to the fabric of buildings to cater for pupils and visitors with disabilities as and when circumstances dictate and finances allow
- The school takes measures to ensure that the written materials it produces are accessible in relation to particular individual needs
- So far as is reasonably possible, the curriculum is accessible to pupils with individual needs
- Accessibility Plans are drawn up and implemented for individual pupils with disability where and when necessary
- Factors affecting pupils with disabilities are seen to be as valuable in discussion as other factors

Admissions

We must feel reasonably sure that Earlscliffe will be able to educate and develop a prospective pupil to the best of his or her ability and potential so that there is every chance that the pupil will have a complete, happy, fulfilling and successful quality of education, and emerge as a confident, well-educated young adult ready to take on their role as global citizens. These criteria must continue to be met throughout the pupil's time at the school.

Our policy is to apply these criteria to all pupils and prospective pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any pupil or prospective pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his or her disability.

Parents of prospective pupils are asked to provide essential information in respect of their children at the time of application. During the admissions process, the school may take such advice and require such assessments as it regards as appropriate. Subject to this, the school will be sensitive to any requests for confidentiality.

The school is diligent in its efforts to enhance the educational and cultural aspects of a pupil's development during and after their participation in the learning, social and leisure activities of the school. This is regulated through existing policies for Bullying; Equal Opportunities, Safeguarding and Behaviour.

Actions

A) Education and Further Activities

The school will take all actions necessary to develop and have access to SEN advisers, specialist teaching advisers and health professionals and will seek their advice in supplementing our own specialist staff as and when necessary

B) School Environment

In planning and implementing improvements, building developments or site improvements, we will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairment.

C) Information Services

The design and production of literature and information packs: we will ensure that such publications can be produced in an alternative format when requested or required.

An **Action Plan** is appended to this Policy and this **Action Plan** will form part of the consideration of the following related policies or plans

- Building and Site Development Plans

- Curriculum Policy

- Equal Opportunities Policy

- School Development Plan

- SEN Policy

- Staff Development plans

Points to be borne in mind in the implementation of SENDA

1. In the forming of plans for Open Days or other admissions related activities they should be held in accessible locations and with the opportunity for prospective disabled students or their parents to disclose in private the nature of the disability and to discuss their support requirements
2. A clear arrangement should be known by all staff to ensure that if a disability, specific learning difficulty or significant medical condition is disclosed to them they should contact the Deputy Head. They would accurately record the information and within the limits of confidentiality would be responsible for ensuring that it is disseminated to those other staff colleagues who may require it
3. Staff should be made aware of the resources within the School that are available to them should they feel that a student requires additional assistance
4. It is helpful to plan for all teaching material to be prepared in electronic format so that it can be produced in alternative formats.
5. The needs of disabled students should be borne in mind in the planning of the curriculum and consideration might be given to alternative forms of presentation and assessment.
6. Staff development opportunities will be made available to ensure that the teaching practice can meet the learning requirements of individual students.

Accessibility plan (see Appendix below):

The plan will be reviewed annually during the Policy Review, or more frequently where necessary to ensure that the school plans appropriately for pupils with special educational needs and/or disabilities to improve access

- To the curriculum
- To the physical environment
- To information normally provided in written form

The school will take into account:

Physical Environment:

Steps, stairways, exterior surfaces and paving, building entrances and exits, internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor-coverings, signs and furniture.

Physical Aids:

ICT equipment, concept keyboards, switches, specialist desks and chairs and portable aids for pupils with poor hand/eye skills, such as robust scientific glassware and special pens and pencils.

Information:

Timetables, textbooks, handouts and information about school events e.g. language, large text, illuminated text, Braille, audiotape, lip speaking and sign language.

Monitoring: This policy will be monitored regularly by the Head Teacher.

IMPLEMENTATION PLAN

INFORMATION ON ARRANGEMENTS FOR THE ADMISSION OF PUPILS WITH DISABILITIES

Arrangements for the admission of pupils with disabilities are dealt with by the SLT to ensure that appropriate provision can be offered. Parents/guardians are asked to give details of any special need on application to the school.

The school welcomes all prospective students and staff with disabilities, including those who may be wheelchair-dependent, blind or partially-sighted, and deaf or hard of hearing.

DETAILS OF STEPS TO PREVENT DISABLED PUPILS BEING TREATED LESS FAVOURABLY THAN OTHER PUPILS

The school's Accessibility Plan is in response to the Special Educational Needs and Disability Act 2001 which requires that a pupil should not be treated less favourably because of a disability. The current plan is reproduced below. Close attention is paid to implementation of the Access Plan to ensure inclusion and equality of opportunity for all pupils.

ACCESSIBILITY PLAN

1. CONTEXT

The Accessibility Plan is the school's response to the requirements of the Special Educational Needs and Disability Act 2001 which requires that a pupil should not be treated less favourably for a reason related to a disability.

2. CURRENCY

The plan is intended to be current and will be kept under review by the Head Teacher during the year and revised as necessary.

3. DEFINITIONS

The legislation defines disability as physical, sensory, intellectual or mental impairment. Discrimination means treating pupils less favourably than others without justification.

4. AIMS

(a) **Curriculum** – the aim is to increase the extent to which disabled pupils can participate in the school curriculum.

(b) **Physical environment** – the aim is to improve the physical environment of the school so as to increase the extent to which disabled pupils & staff are able to take advantage of the education/employment provided by the school.

5. OBJECTIVES

(a) **Curriculum** – to ensure that curriculum and other planning takes account of all forms of disability and makes provision for a wide range of needs so that all pupils have access to an excellent all-round education as described in our publicity materials.

(b) **Physical environment** – to ensure that, as far as reasonably practicable, needs of pupils and staff with disabilities are met in terms of the physical environment of the school.

6. IMPLEMENTATION

(a) General

The School will make the Accessibility Plan available upon request.

(b) Curriculum

At termly INSET meetings staff in all curriculum areas will be informed of their roles and responsibilities with regard to the delivery of the curriculum to any pupil with disabilities.

The booklet “Working with Children with Special Needs in Secondary Schools” will be referred to.

Access will be enhanced by the effective deployment of a Teaching Assistant and by deploying multi-sensory techniques as appropriate.

Weekly meetings will be held with assistant, subject staff, Group Tutor and Deputy Head to discuss their work with disabled pupils.

Continuing Professional Development activities will be arranged for staff as appropriate.

The support of outside advisers will be sought to enhance the knowledge and techniques of staff.

Advice will be provided to staff to ensure that, as far as reasonably practicable, disabled pupils have access to all practical, expressive and physical activities.

Advice will be provided to staff on suitable classroom layouts to accommodate the needs of disabled pupils.

Staff will take account of mobility difficulties in the movement of pupils into, out of and around the school.

As far as reasonably practicable, all pupils will have the opportunity to participate in activities and educational visits irrespective of disability.

All pupils will take part in lessons and projects that educate the whole school community on disability.

(c) Physical environment

Some school buildings provide access for disabled pupils and staff.

Emergency evacuation procedures will be in place to provide 1:1 supervision of disabled pupils and staff.

Transport to off site facilities and for educational visits will cater for disabled pupils.

DETAILS OF EXISTING FACILITIES TO ASSIST ACCESS TO THE SCHOOL BY PUPILS/STAFF WITH DISABILITIES

The main building is accessible by ramp to the designated accommodation and bathroom facilities have been created. This also give access to the dining room. Upon enrollment of a disabled student, School House and the Global Politics buildings will have ramps installed to allow access to ground floor classrooms and facilities.

The Creative Arts Centre has been adapted to include a ramp which is suitable for a wheelchair user

A boy requiring wheelchair access would reside at 47 Earls Avenue Boarding House with a ground floor room. There is ramped access to the front door.

A girl requiring wheelchair access would reside at 29 Shorncliffe Road Boarding House with a ground floor room which has ramped access.

The school will hire a specifically adapted minibus for trips attended by pupils with physical disabilities.

INFORMATION ABOUT THE IMPLEMENTATION OF THE POLICY ON PUPILS AND STAFF WITH ANY FORM OF DISABILITY

The Accessibility Plan is subject to annual review to ensure we continue to meet the requirements of the Disability Discrimination (Amendment) Act 2005 to further promote disability equality.