

KING EDWARD VI HANDSWORTH SCHOOL
EQUALITY AND DIVERSITY – DISABILITY DISCRIMINATION AND THE ACCESS PLAN

DISABILITY DISCRIMINATION

Policy

The governing body believes that it is wrong to discriminate against any young person or adult and it will do everything that is reasonably in its power to ensure that the school not only does not discriminate unlawfully, but that it offers appropriate support to those members of its community who have disabilities.

Legislation

The Disability Discrimination Act (1995), the Disability Discrimination Regulations (2005) and Equality Act (2012) which replaced them are useful guidance as well as legislation.

The Disability Discrimination Act (1995) places duties on the governing body which still have relevance today:

Part 4 deals with admissions, exclusions and school life. It requires the governing body to plan to increase access to education for disabled pupils in three ways:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of the education offered; and
- improving written information available to disabled pupils.

Part 5A requires the governing body to:

- promote equality of opportunity for all disabled people who use the school site or who may wish to e.g. pupils, parents/carers and staff; and
- prepare and publish a disability scheme. This document, the accompanying action plan and the Accessibility Plan set out how the governing body will promote equality of opportunity for disabled people.

Definition of disability

The Disability Discrimination Act (1995) defines a disabled person as someone who has, ‘a physical or mental impairment¹ which has a substantial (i.e. not minor or trivial) and long term (12 months or more) adverse effect on his or her ability to carry out normal day-to-day activities.’ Disabilities can be readily evident, e.g. mobility problems, or more obtuse, e.g. dyslexia, autism, language problems or ADHD. They can affect mobility, manual dexterity, physical co-ordination, continence, ability to lift/carry, speech, hearing and eyesight, memory, concentration and understanding and perception of risk of physical danger. Persons with HIV, cancer and multiple sclerosis are covered from the point of diagnosis. Addiction to or dependency on non-prescribed drugs is excluded.

Non-discrimination duties

It is unlawful to:

- treat a disabled pupil or prospective pupil any less favourably for a reason related to that disability than someone for whom that reason does not apply;

¹ This includes mental illness unless it has anti-social consequences.

- apply a criterion or rule that would affect a disabled pupil adversely unless this is for a legitimate reason;
- discriminate against a disabled pupil for something that is a consequence of their disability unless this is for a legitimate reason;
- harass a pupil on grounds of his/her disability;
- fail to attempt to take reasonable steps to avoid placing disabled students at a disadvantage compared to other pupils; and
- fail to provide an auxiliary aid or service where to do so would alleviate any substantial disadvantage.

Less favourable treatment must meet these tests:

1. It must be for a reason related to the child's disability.
2. It must be less favourable than that given to a child without that disability.

Reasonable adjustments

Schools must ensure that disabled pupils are not placed at a substantial disadvantage and take reasonable actions. The following factors can be taken into account when considering this:

- the need to maintain academic, musical and sporting standards
- the financial resources available
- the cost of taking a particular step
- the extent to which it is practical to do so
- the extent to which aids and services are provided as a result of the SEN statement
- health and safety requirements
- the interests of other pupils.

Disability Action Plan

The governing body will continue to:

- promote equality between disabled and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and
- take steps to meet disabled people's needs, even if this involves more favourable treatment.

In addition, as far as is reasonably and financially practicable, the school will continue to:

- consult with individual pupils, staff and parents/carers about how it can improve its assistance;
- seek information on disability from appropriate pupils, parents/carers and staff;
- ensure that disability is considered during the admissions and leaving processes;
- ensure that disability is considered when making staff appointments;
- ensure that physical aids, e.g. large print format documents and practical help e.g. the assistance of support staff, are available;
- ensure that all school provision, whether curricular or extra-curricular, is available to all and take account of learning styles and aptitudes;
- ensure that all children and adults with disability have access to the site² and that disabilities are taken into account in the planning of new buildings or facilities;

² Alterations to buildings and the provision of auxiliary aids and services are not required under this law

- ensure that the social (in particular, exclusions and bullying) and academic progress of pupils with disabilities is adequately supported;
- ensure that there is no discrimination with regard to the professional opportunities offered to staff with disabilities and their advancement within the school;
- provide appropriate training for staff;
- maintain records;
- monitor its actions regularly and report on progress to the governing body;
- review its policy regularly and update it as necessary; and
- publish this document on the Internet.

Monitoring and review

This policy and action plan will be monitored and reviewed annually by the Health and Safety Committee

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 Elspeth V Inch Headmistress
 2nd June 2008

6th May 2012

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 RA Mansell Chairman of Governors
 11th June 2008

13th June 2008

KING EDWARD VI HANDSWORTH SCHOOL

ACCESSIBILITY PLAN

Policy

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.

Context

As at April 2016 the school has 1016 pupils including:

Statemented pupils	1
Pupils with additional needs seen by the SENCO	15
Looked After Children	1
English as an Additional Language	280
Medical conditions	265

We aim to support all children who have additional needs by discussion with parents, providers of specialist services and the pupils themselves before and after admission. No pupil has been denied full access to the curriculum because of disability.

Employees with known serious long term medical conditions are given support in their roles with regard to medical appointments and the need, at times, for periods of absence.

Review of the Disability Discrimination Policy and Accessibility Plan

These will be reviewed in the Spring Term each year by the Health and Safety Committee which consists of staff and governors. They will make recommendations for improvements

Consultation

This policy will be circulated to all staff, parents/carers of the first four pupil categories above, School Council, regular users of the school site, disability advisors who regularly attend the school and the Governing Body. Their views will be incorporated in the revised plan as appropriate.

Actions

The Accessibility Plan contains 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.
- Increase access to the **curriculum** for pupils with a disability, modifying the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in extra-curricular activities including school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities.

Accessibility Audit

Section1: Delivery of the curriculum

Question	Yes	No	Comment
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	√		Appropriate guidance and training tailored to individual needs
Are your classrooms optimally organised for disabled pupils?		√	Large class sizes make movement difficult
Do lessons provide opportunities for all pupils to achieve?	√		Differentiation is part of lesson planning. Individual needs are taken into consideration and adaptations made as necessary
Are lessons responsive to pupil diversity?	√		Schemes of work deal appropriately with cultural, social and ethnic diversity and are sensitive to disability
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	√		
Are all pupils encouraged to take part in music, drama and physical activities?	√		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	√		Additional support is provided by teachers in class and extra time allowed in examinations where required
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?	√		Yes where there is need
Do you provide access to computer technology appropriate for students with disabilities?	√		Some pupils with dyslexic tendencies have access to laptops in lessons and examinations
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	√		
Are there high expectations of all pupils?	√		
Do staff seek to remove all barriers to learning and participation?	√		

Section 2: The school site

Question	Yes	No	
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?		√	There is no access for a non ambulant pupil above the ground floor in the main school, the dining block, the science block and the sixth Form centre
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	√		To a large extent on the ground floor areas. New buildings have been designed with access in mind and there have been wheelchair users on site
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	√		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		√	Not visual
Are non-visual guides used to assist people to use buildings including lifts with tactile buttons?		√	All visually impaired persons are accompanied
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		√	
Are areas to which pupils should have access well lit?	√		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	√		Pupils sitting examinations have been offered separate rooms
Is furniture and equipment selected, adjusted and located appropriately?	√		

Section 3: Delivery of materials in other formats

Question	Yes	No	Comment
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	√		We have made adjustments for pupils in the school and would for prospective ones if necessary
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	√		
Do you have the facilities such as ICT to produce written information in different formats?	√		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	√		We look at individual needs and adapt appropriately

SCHOOL ACCESSIBILITY PLAN

Improving Physical Access

Item	Comment
Accessible car parking	Parking is available close to most buildings
Dropped kerbs	Provided on all paths
Doors	Anti-glare film; this would be a major and unnecessary expenditure
Staircases - colour-contrasted handrails to both sides of staircases recommended	These are installed in new buildings
Doors at top of stairs to prevent wheelchair users accessing stair case.	The only upstairs access for wheelchairs is in the Music Centre and there is a door into the stair well from the Church
Accessible toilet	Available in the Music Centre, Sixth Form Centre and Sports Hall
Provision of a lift to access the upper floors	Music Centre only
Provision of induction loops	None available
Improve Reception facilities	If Reception is remodeled this will be incorporated
Light switches, power outlets and emergency alarm buttons at wheelchair height	Wheelchair users are always accompanied
Adapted wash basins to be at wheelchair height with space under for wheelchair to allow user to get close to wash basin.	Available in the Music Centre, Sixth Form Centre and Sports Hall

Improving Curriculum Access

Target	Strategy	Outcome	Timeframe
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	In place
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that individuals have equality of access to life-preparation learning. The use of other professional partners has been made available.	In place
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	In place
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	In place
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff	Whole school community aware of issues relating to Access	Governor training in the future

Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME
Availability of written material in alternative formats	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes. Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats.	Review all current school publications and investigate the availability in different formats for those that require it.	All school information available for all. Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment.	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all. Delivery of school information to pupils & parents with visual difficulties improved.

Priority Actions for 2012-2013

Area	Action	When	I/C
Physical Access	Investigate costs of lifts to all buildings with no disabled access to the upper floors Check visibility of stairs and stair rails	Autumn Term 2012	MV and JT
Curriculum Access	Reinforce need for differentiation in schemes of work Ensure staff are thoroughly aware of the special needs of some of our pupils	Autumn Term 2012	GB EW
Written information	Investigate need for information in alternative formats	Autumn Term 2012	CB and PALs

Monitoring and review

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