



# Disability Equality Scheme and Accessibility Policy

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## 1.1 Introduction

This plan sets out the proposals of the Board of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled students can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

The school makes “reasonable adjustments” to ensure that all disabled people (students, staff, parents, Governors, visitors) are not placed at a substantial disadvantage.

To make these reasonable adjustments we:

- plan ahead
- identify potential barriers
- work collaboratively with disabled people
- identify practical solutions through a problem solving approach
- ensure staff have the necessary skills
- recognise the importance of home school partnerships and look to parents to inform school if their child has or is diagnosed with a disability
- consider the effect of any proposed changes upon all members of the school community
- monitor the effects of any adjustments and this policy

## 1.2 School Ethos, Vision and Values

### Purpose and Direction

Inclusion at Rastrick High School is about providing equality and opportunity for all in order to promote the highest possible standards of achievement. It also ensures that we recognise and celebrate the differences between us, treat all people fairly and strive to eliminate wrongful discrimination wherever it exists. The school believes that each student has a right to be recognised as an individual in his or her own right and that individuality should not be a barrier to learning or personal development. As an aspirational school, it is our ambition that all Rastrick High School students achieve and succeed to the very best of their ability. We want them to acquire self-confidence, learning achievements and social skills that will help them to become good citizens and be prepared for the challenges before them in the wider world. Promoting and supporting inclusion requires a strong working partnership between all members of the school community and the wider communities in which the school is based.

Rastrick High School is committed to ensuring equal treatment of all its students, employees and any others involved in the school community, with any form of disability, and will ensure that disabled people are not treated less favourably in any procedures, practices or service delivery. Harassment of people with any form of disability will not be tolerated. The needs of young carers, who look after disabled parents, will also be considered through this scheme. This scheme should be read in conjunction with the school's policies for Promoting and Supporting Inclusion, Learning Support, Equal

Opportunities, Race Equality, Spiritual, Moral, Social and Cultural Development, and Behaviour and Attendance. The school will take steps to:

- Promote equality of opportunity
- Promote racial equality and good race relations
- Oppose all forms of discrimination and prejudice
- Ensure that students with a disability have access to the school buildings and to the curriculum

### **Definition of Disability**

The DDA defines a disabled person as 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”. Physical or mental impairments include sensory and hidden impairments. The definition is broad and includes students with a wide range of impairments, including learning difficulties, autistic spectrum disorders, ADHD, dyslexia, dyspraxia, speech and language impairments or medical conditions. Having an SEN does not necessarily mean a student is disabled. It is the effect this has on their ability to carry out normal day-to-day activities. The DDA identifies “long term” as a period that is (or likely to be) longer than 12 months.

### **1.3 Information from student data**

#### **Nature of the School’s population**

The number of students on roll with PD and the nature of the disabilities will vary from year to year. Other people connected with the school that have a disability, including other students, parents, staff, directors and visitors will also change over time.

#### **Strengths and weaknesses in working with disabled students**

Whilst the school has many strengths in working with disabled and vulnerable students, there is a need to constantly review and monitor staff knowledge, skill and understanding in relation to individual student needs. An annual review of the school’s resources should look at:

- The level of staff awareness of what the DDA requires of them
- The participation of disabled students in school life
- The profile of disabled students joining the school
- Detailed information on how well disabled students are accessing the curriculum (data on assessment, achievement and targets, attendance and exclusions, participation in extracurricular events and educational visits)
- Issues such as bullying and peer relationships
- Education Health Care plans

How the school is organised and its impact on disabled people will also require analysis a review and will take into account the following:

- The school’s physical environment and the accessibility of the site
- The school policies and procedures and the effects these have on students, staff, parents, directors and visitors
- The way information is provided
- Priorities in the School Improvement Plan
- Gathering information on the recruitment, development and retention of staff with disabilities

### **1.4 Views of those consulted**

The Disability Equality Scheme is a working and changing document that reflects the ethos of the school and the views and opinions of members of the school community. The DES should be informed by:

- The views and aspirations of disabled students (Student Leadership Team, annual reviews, representation on student forums – interview panels, etc)
- The views and aspirations of disabled staff (CPD, performance management)
- The views and aspirations of the parents of disabled students (annual reviews, parental consultation evenings, meetings/discussions with relevant pastoral/inclusion staff)

- The views of all staff who have specific responsibilities within the DES with regards to disabled students and adults (Core Group Meetings)

Consultation will need to be organised in a way that is accessible to the particular groups who are being consulted and to show how the views of these groups have influenced the DES.

## **1.5 Main Priorities**

Increasing the extent to which disabled students can participate in the school curriculum. The DES and Accessibility Plan has three main strands:

- Access to the curriculum for disabled students
- Improvement in the provision of information for disabled people

This is achieved through curriculum reviews as well as staff training and development. The school will also use the expertise, advice and guidance of external agencies and other schools. The student voice will have a key role in considering individual student needs as will consultation with parents and carers.

The DES and Accessibility Plan will have high set high expectations for disabled students and set them appropriate and challenging targets. It is the expectation that disabled students will make significant progress, staff will be accomplished at providing for, and supporting disabled students. Particular issues will need consideration.

For students these include:

- PE for students with physical disabilities
- Sex education for those who are particularly vulnerable or have inherited conditions
- Music for deaf or hearing impaired students
- Easy language or taped information for students with learning difficulties
- Pictures and symbols for students with communication difficulties
- Pre-printed homework for dyslexic students
- Large print for the visually impaired and clear signs especially health and safety advice
- Adjustable tables in classrooms for wheelchair users
- Classroom organisation to allow for movement of wheelchair users
- Lighting that supports lip reading
- The positive promotion of disabled people through images, books, teaching materials and the wider curriculum in order to raise the self-esteem of disabled students
- The elimination of bullying towards disabled students

For disabled parents/carers and visitors to the school these include:

- Information in different formats (large print, appropriate language)
- Disabled friendly reception that caters for those with communication difficulties, wheelchair users
- Safe floors
- Clear signs

## **1.7 Improving the delivery to disabled students of information that is provided in writing for students who are not disabled**

This might include:

- Handouts, timetables, worksheets, notices, information about school events
- Providing information in braille, large print, simplified language, on audio tape, on video tape, sign language, using a symbol system
- Looking at how information in teacher marked and assessed work is given to students

## **1.8 Making it happen**

### **Management, coordination and implementation**

The DES and Accessibility Plan runs for four years. It should also be reviewed alongside the school's Inclusion and Learning Support Policies during the cycle of reviews.

The school's SENCo monitors and reviews Inclusion and Learning Support issues as part of an on-going process to improve and update practice and procedure. This includes the collection, analysis and monitoring of data that shows how disabled students have performed against their own targets in terms of academic progress attendance and behaviour and participation in both the wider curriculum and school life.

### **Implementation**

Leadership of the DES will be via the school's SENCo and the Core Group. The Assistant Headteacher Achievement and Support, as chair of this group and the SENCo will lead this.

There is a need to:

- Audit subject leaders and identify staff training and development needs in relation to teaching and supporting students with disabilities as and when required
- Audit student and adult disabilities across the school community as and when required

Allocation of resources will be the responsibility of the Headteacher the school's Finance Director.

Support from the relevant LA will continue to be sought with regards to access funding, specialist support (e.g. physiotherapists, occupational therapists, educational psychologists, school nurse) and funding for students who have complex needs

When reviewing the scheme the questions to consider include:

- Have disabled students and adults seen any difference?
- Are staff more confident with disability issues?
- Are more parents/carers satisfied with arrangements for disabled people?
- Are disabled students achieving more – academically, socially, personally?
- Is the school more accessible?

### **1.9 Getting hold of the school's plan**

Hard copies of the DES and accessibility plan are available upon request from the school office. The plan is also available on the school's web site.

Adults and students are encouraged to contact the school to offer advice on the Disability Equality Scheme or on wider issues of disability and inclusion.