

Great Baddow High School



Disability Access Policy



DISABILITY ACCESS POLICY

RATIFIED by : GOVERNING BODY

REVIEWED by : PAUL DRAPER

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Great Baddow High School Disability Access Policy

1. Introduction

Great Baddow High School has an obligation under the Equality Act 2010:

- not to treat pupils who are disabled less favourably for a reason related to their disability;
- to make reasonable adjustments for pupils who are disabled, so they are not put at a substantial disadvantage;
- to draw up plans to show how, over time, we will increase access to education for pupils who are disabled.

This policy sets out the proposals of our school to increase access to education for pupils who are disabled in the three areas required by the planning duties of the Equality Act:

1. increasing the extent to which pupils who are disabled can participate in the school curriculum;
2. improving the environment of the school so pupils who are disabled can take greater advantage of education and associated services;
3. improving the delivery of the curriculum to pupils who are disabled.

2. Reasonable Adjustments.

In determining what is reasonable the school will have regard to:

- The financial resources available to the school
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments
- The extent to which aids and services will be provided via a Statement of Educational Needs/ Education, Health and Care Plan, or by provision paid for outside the school's resources
- Health and Safety requirements
- The interests of other pupils
- The need to maintain academic, musical, sporting or other standards

3. Statement of Intent.

Great Baddow High School is committed to resourcing, implementing, reviewing and revising the Disability Access Policy bi-annually. Accessibility Audits are undertaken as part of this process.

4. The G.B.H.S. Ethos

Our purpose is

- to be sensitive to the needs of every child
- to reduce barriers to learning in every area of school life
- to ensure the curriculum is accessible as practicable to every student
- to keep equality of opportunity enshrined in our practice
- to have regard to any Department for Education's guidance as may be in force and amended from time to time

5. What constitutes a disability?

The Equality Act describes a person who is disabled as having:

'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 impairment may cover mobility difficulties and sensory difficulties such as hearing and visual impairment, and medical conditions such as asthma, diabetes, epilepsy or HIV.

Mental impairment includes neurological deficits such as specific learning difficulties, autistic spectrum conditions (ASC), speech and language difficulties, mental health conditions and attention deficit hyperactivity disorder (ADHD).

A very large group of children is included within the definition of disability, including children with significant behaviour difficulties which relate to an underlying impairment.

Not all pupils who have a learning difficulty or special educational need are disabled.

1 Long term – means has lasted or is likely to last more than 12 months.

6. Identifying the needs of pupils

Parents/guardians, carers, teachers and support staff collaborate to identify and provide for the needs of individual pupils, as outlined in pupil passports. This process is managed by the SENCO in conjunction with the Head and deputy/asst. head/H.O.Y. The views and aspirations of pupils who are disabled, their families and designated professionals are an important part of our development planning.

Parents/guardians/carers of children with disabilities or special educational needs are expected to notify them to the school at the point of registration. If these are not known at the time, the school should be notified as soon as they are recognised.

Parents/guardians/carers are requested to advise the school of any Additional Needs when registering a place for their child at the School and include details of any special circumstances relating to their child's health, allergies, disabilities or learning difficulties or other circumstances which may affect their child's performance in the admissions process and ability to fully participate in the education provided by the School.

Parents will also be asked to provide copies of any professional reports e.g. Educational Psychologist's report or professional reports from other agencies or a Statement of Educational Needs/Education Health and Care Plan / (if applicable). Early notification is of great value, as it will enable the school to consider whether reasonable adjustments need to be made for a disabled child during the admissions process and what reasonable adjustments, if any, can be made at GHBS to support the child's future education should an offer of a place be made.

As part of the admissions process, staff will meet with parents to discuss whether or not a prospective pupil will be able to access the curriculum and what reasonable adjustments, if any, can be made to facilitate this. In determining this, the school may request further information, such as a medical certificate or additional assessments, that the School considers necessary to make a fair assessment. If, after consultation, the school decides that is unable to adequately cater for the needs of those children with disabilities, GBHS will be unable to offer a place and parents will be informed why an offer will not be made.

Most pupils stay at GBHS for many years. It is possible that during their education a pupil may become disabled or his or her special educational needs may first be identified, or become more serious. Continuing communication between parents and staff is vital and the School will consult with parents about what reasonable adjustments, if any, can be made in order to allow a disabled child to continue at the School.

Should a child fail to thrive at school, despite support in class, and, if necessary, additional specialist teaching, the parents will be advised on the appropriate assessment process for their child. This may include an application for an Education Health and Care Plan.

Extra provision not met through a Statement of Special Needs/Education Health and Care Plan (or where funding is subsequently withdrawn) may have to be met by the child's parents or guardians, subject always to the School complying with its obligations under the Equality Act 2010.

If, after reasonable adjustments have been made, the school is unable to adequately cater for and meet the needs of a disabled pupil and the School can no longer provide an environment suitable for the student to participate and thrive, the Head may request parents to withdraw their child. The Head will consult with parents and where appropriate GBHS will request and support the move of the student to another educational establishment that has been identified in collaboration with the family, school and other professionals.

At all times, Great Baddow High School will take full account of:

- specific impairments
- pupil and parental views
- advice from teachers
- advice from other designated professionals

7. Coordination and Implementation

This is the responsibility of the Head, the deputies and the SENCO, and all teachers.

8. Responsibility

In order that Great Baddow High School is fully compliant with the Equality Act, all staff are made aware of the duties towards children who are disabled and the 'reasonable adjustments' needed for particular children. These are outlined in Pupil Passports/One Page Profile prepared by the school's SENCO.

9. Concerns or complaints

Great Baddow High School has an internal complaints procedure (see policy document). Concerns can be raised with the school at any time and will often generate an immediate response, which will resolve the concern. The school requests that parents make their first contact with the appropriate member of staff (e.g. child's tutor, subject teacher, head of year).

The Disability Rights Commission (www.drc-gb.org; 08457 622 633) provides a confidential help line and a conciliation service.

10. Review

Accessibility is reviewed annually by the Finance, Premises and Personnel Committee, taking into account:

1. The Accessibility Audit Report.
2. The school's policies, procedures and facilities to maximise accessibility to the school by those with additional needs.
3. Recommendations to improve accessibility by means of reasonable adjustments and by planning future improvements.
4. The implementation of the accessibility plan.
5. To review this policy as necessary, and at least every 2 years.
6. This policy is available on the school website and will next be reviewed in 2016.