

Accessibility Policy



Lealands
High School

Accessibility Policy

Lealands High School

February 2020

1. INTRODUCTION

Lealands High School policies are designed to support the school ethos, aims and vision. Lealands is a positive learning community which is fully inclusive to ensure equality of opportunity for all.

Our aims are outlined in our Home School Agreement.

Our aims:

Excellence in everything we do

- Everyone achieves success and makes excellent progress
- We all continually improve what we do and work hard
- We care about being the best we can be and getting the best out of those around us

Everyone has responsibility

- To prepare young people for life and a positive future
- To ensure that school is a safe place
- To help and support others to grow and succeed

Respect for all

- Everyone is valued for their contribution
- All are cared for and supported so that needs are met
- We recognise and celebrate the talents, gifts and uniqueness of every individual

In order to achieve these aims students, parents and the school need to work in partnership.

Our vision is to be:

Everyone **achieves excellence**, demonstrates **respect** for all and takes **responsibility** for their own actions, while helping others to be successful.

We strive to achieve this vision in all that we do and staff, students, parents, governors, other school stakeholders and partners are all an important part of making this happen.

2. RATIONALE

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#)

3. DEFINITION OF DISABILITY

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.

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.

4. KEY OBJECTIVE

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students, prospective students and our adult users with a disability. This aim is in accordance with the ambitions of the school development plan and our mission statement "Supporting Everyone to Climb the Mountain to Success".

5. PRINCIPLES

Compliance with the Equalities Act 2010 is consistent with the school's aims the operation of the schools SEN policy. The school recognizes its duty under the Equalities Act 2010 in that it:

- must not treat a disabled pupil less favorably simply because that pupil is disabled – for example by having an admission bar on disabled applicants
- must not do something which applies to all pupils but which is more likely to have an adverse effect on disabled pupils only for example demonstrate physical fitness levels before being admitted to school;
- must not discriminate against a disabled pupil because of something that is a consequence of their disability;
- may need to consider reasonable adjustments for particular individual disabled students, but also consider potential adjustments for disabled children in general. This may include auxiliary aids and services if deemed a reasonable adjustment;
- must not harass a pupil because of his disability
- to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the Equalities Act 2010. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality.

The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles which underpin the development of a highly inclusive curriculum; these include:

- setting suitable learning challenges;
- responding to students diverse learning needs;
- overcoming potential barriers to learning and assessment for individual and groups of students.

This plan will contribute towards the review of the school achieving excellence plan and to related school policies including:

Teaching and Learning
Equality Duty
Special Educational Needs

6. ACCESSIBILITY PLAN

This section outlines the main activities Lealands High School has undertaken and is planning to undertake, to achieve the key objective:

7. PHYSICAL ENVIRONMENT

The current site completed a £17.5 million refurbishment as part of the Building Schools for the Future programme in 2010. The completed works ensure that the school complies with DDA regulations including adaptable furniture available in all departments, lifts available throughout the school, designated disabled parking, toilet facilities and

refuge points. Evacuation chairs have been provided at strategic locations around the school site and a number of staff have been trained in their use to assist with the evacuation of disabled students/staff or visitors.

Whilst the school is currently compliant, further work could be completed to ensure that the environment is fully accessible, this includes:

- access to the swimming pool including a hoist/lift to assist entry and exit to the pool;
- an improved pedestrian entrance to the school from Sundon Park Road;
- automatic doors to key access routes throughout the building;

There is currently no immediate need to address the above developments, however, the school will take account of these and other needs of students and users of the school with physical difficulties when planning and undertaking future improvements and refurbishments of the school environment.

Delivery of the curriculum

School staff receive training in making the curriculum accessible to all students and are aware of its importance. The school will continue to seek and follow the advice of Local Authority services, appropriate health professionals from the NHS or any other suitable professional bodies.

The school will continue to ensure that the curriculum is accessible and where needed review this on an individual basis for students to ensure that they are not disadvantaged. Where additional support is required relevant staff will receive appropriate training to ensure the support can be delivered. Resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability and targets are set effectively and are appropriate for pupils with additional needs.

The curriculum is annually reviewed to ensure it meets the needs of all pupils.

Provision of information in other formats

The school is aware that information can be provided in alternative formats to ensure access to the curriculum and this will be provided when requested or required.

8. MONITORING, EVALUATION & REVIEW

This policy will be reviewed as it is deemed appropriate, but no less than every 3 years. The responsibility for the review and implementation of this policy lies with the School Business Manager and the Governing Body of Lealands High School.