

## HELSEBY HIGH SCHOOL

### DISABILITY EQUALITY AND ACCESSIBILITY POLICY

#### The duty not to discriminate

Under the Equality Act 2010 there is a requirement for all schools to promote equality for disabled people in every aspect of their school experience. This equality duty has three main elements;

- To **eliminate discrimination** between those considered disabled and those not considered disabled.
- To foster a culture of **equality of opportunity** between people with and people without disabilities.
- To forge **good relations** across all people; those considered disabled and those not considered disabled.

This duty requires Helsby High School to adopt a proactive approach, mainstreaming disability equality into all decisions and activities. The duty does not just apply to disabled pupils; it applies also to parents, members of staff, visitors to the school, local community members and to potential pupils of the future.

#### Definition of disability

The Equality Act 2010 defines disability as follows:

- a **mental** or **physical impairment** that has a **substantial** and **long term** adverse effect on day-to-day activities for example:
  - visual impairment
  - hearing impairment
  - motor impairment
  - long-term medical conditions – e.g. diabetes, multiple sclerosis, HIV, epilepsy
  - cognitive impairment – e.g. dyslexia, dyspraxia, Attention Deficit Hyperactivity Disorder
  - mental health (e.g. anxiety, depression)

\*please note, this list is not exhaustive

#### The Duty of Governing Body

The governing body will discharge its responsibilities towards disabled members of staff, students and those using the school's services by ensuring they are not treated less favourably in the following aspects as relevant:

- accessibility to all areas of **the curriculum** and extra-curricular activities (*the question of reasonable adjustment can be an issue with certain activities*)
- accessibility of the **premises and facilities**
- accessibility to the full range of **educational services**
- **training** for all members of staff - this may involve outside agencies as appropriate

#### It is the aim of the school's policy to:

- promote positive attitudes towards those of different abilities in line with the school's stated aim of 'achieving success and valuing others'
- eliminate disability-related harassment

- promote equality of opportunity
- to encourage the participation of those with disabilities in all aspects of the school and community life
- to consider the individual needs of each person with disabilities and make *reasonable adjustments* to ensure s/he is not disadvantaged
- when planning for the needs of a student/member of staff with a disability all interested parties are consulted; the views of the student/parents/carers are sought before the student joins the school

### **Accessibility Plans**

The governing body's Accessibility Plan follows the Local Authority's guidelines and aims to:

- ensure that all disabled students can participate in the all aspects of the school curriculum
- ensure that appropriate option choices for KS4 and 5 pupils are discussed and advice sought from outside agencies where possible.
- ensure that disabled staff have reasonable access to premises and facilities that they need in order to carry out their contracted duties
- ensure that the sensory needs of specific school-users are taken into consideration and plans are put in place so that they can access their day-to-day needs within school at no detriment to their well-being.
- emergency and evacuation/invacuation systems inform ALL pupils, including pupils with SEN and disability.
- Furniture and equipment are selected, adjusted and located appropriately. e.g posture packs, low level workbenches.
- to ensure that, as far as is reasonably practical, the needs of disabled visitors are are taken into account (*examples – reserving parking places, organising meetings in accessible rooms*)
- to ensure that all the information provided to all members of the school community is provided to disabled students/parents/carers or staff in an accessible form
- review accessibility plans on a regular basis to ensure that all disabled students are taking advantage of educational opportunities offered to all students

### **Unlawful Discrimination**

The governing body will ensure that discrimination is prohibited in:

- the selection, appointment and promotion of members of staff
- staff conditions of service
- staff training
- the arrangements for determining student admission
- the terms on which admission is offered
- refusing or deliberately omitting to accept an admission application
- provision of education or associated services – this includes educational visits and trips, extra-curricular activities
- victimisation or harassment
- exclusions (see exclusion policy)

### **Students**

Helsby High School values all its students, seeking to ensure that all its practices are fully inclusive. Every effort is made to ensure that *reasonable adjustments* are made to accommodate students, **while bearing in mind the interests of other students**

There is an additional requirement to explore whether or not students with behaviour issues, may or may not have an underlying disability which is contributing to their difficulties

*Excluded from the Act:*

- *behaviour difficulties arising from social and domestic circumstances - there are other*

*school policies to cover these areas*

- *dependency on:*
  - *nicotine*
  - *other non-prescribed drugs or substances*
  - *seasonal conditions such as allergies, hay fever*

### **Specific Services for students**

- Preparation for entry to the school – e.g. *extra induction visits, our additional transition package "Jigsaw", individual meetings with parents/carers, advice from outside agencies, a presence at EHCP reviews, professional discussions between supporting adults.*
- the provision of background information and advice for all members of staff – such information is regularly updated. It is also attached to SIMS so that it is easily accessible to all staff at all times.
- Discussion of the delivery of the curriculum and provision of such aids as hearing loops, be-spoke I.C.T etc.
- All staff trained in the quality first teaching of pupils with specific conditions
- All staff responsible for the care of pupils with medical conditions trained in specific basic medical awareness.
- Sensitive provision of support from members of the Teaching Support Team – some disabled students may receive additional Element 3 funding. Where appropriate, a key member of the team will be assigned to an individual student. Where no top-up funding is granted, the school will fulfil its duty to meet the pupil's needs with the notional Element 2 funding.
- Special provision may be put in place at break/lunchtime/before and after school – e.g. providing places of safety, supervising the purchase and consumption of food at lunchtime, meet and greet at the beginning and end of the school day.
- Classroom management e.g. seating plans, will pay close attention to health and safety
- Access arrangements are made, where appropriate, for public examinations
- Access arrangements for internal tests and examinations are made, where appropriate to support students
- Additional support preparing for the next stage of education e.g. *Early interviews with the Young People's Service starting in Year 9*
- All First Aid Staff are fully briefed about those students with disabilities (*provided this information has been made available by parents/carers*)
- Arrangements for the administering of medication are put in place – *see medicines policy*. Where appropriate, medication will be stored safely and in some exceptional cases, will be administered under supervision – this would most commonly apply to students with diabetes. Such students will have a Care Plan attached to SIMS and easily accessible.

### **Staff**

The school aims to ensure that no member of staff with disabilities is less favourably treated in the school's procedures and practices in respect of:

- Recruitment, performance management, promotion, staff development, teaching environment and access.
- A risk assessment will be provided for members of staff where appropriate – e.g. *members of staff returning after a period of sickness/accident as well as for those with permanent disabilities*

### **Students** – Reasonable adjustments duty

The school will not discriminate against, or victimise, a student:

- in the way the school provides education for the students

- in the way the school affords the pupil access to a benefit, facility or service

These obligations, however, do not apply to anything done in connection with the content of the curriculum. Even if the content of the curriculum causes offence to students with certain protected characteristics, this will not make it unlawful unless it is delivered in a way which results in harassment or subject's students to discrimination or other detriment. Although the school will not expect disabled students to suggest adjustments, the school will encourage them to make suggestions and will have regard to any such suggestions made that might help to overcome the disadvantage. The school will determine whether the suggestions are reasonable for the school to implement in all circumstances

The school must make reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage to their peers in the ability to participate in a learning experience outside of the classroom or an educational visit. This may include providing additional staffing and accessible transport or ensuring the venue is appropriate to the needs of the pupil concerned.

The factors to take into account when making an adjustment are:

- how effective the adjustment would be in overcoming the disadvantage
- how practicable it is to make the adjustment
- the financial and other costs incurred and the extent of any disruption to activities
- the availability of financial and/or other assistance in making the adjustment

### **Liaison with Parents**

The governors make available to parents/carers information relating to:

- plans for accessibility
- access to the curriculum
- specific support strategies

The school ensures that there is close liaison, both formal and informal, with the families of all students with disabilities, working with designated members of staff *e.g. SENDCo, SLT Link, Key Stage Leaders, Year leaders and allocated Teaching Assistant*

The school will ensure that parents/carers are aware of the Complaints Procedure

### **Training**

Appropriate training for members of staff and students is provided. Members of the SLT are aware of the requirements of the Equalities Act 2010

As deemed necessary by the Head Teacher, members of staff will attend training regarding duties to members of staff and students and will attend refresher training as necessary – *e.g. teachers of hearing impaired pupils will have their training updated as and when appropriate, according to students' needs.*

### **Overview of responsibilities**

<b>The Governing Body</b>	Ensuring that disabled people are not treated less favourably in the following aspects as relevant: <ul style="list-style-type: none"> <li>• accessibility to premises and facilities</li> </ul>
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	<ul style="list-style-type: none"> <li>• accessibility to the curriculum</li> <li>• accessibility of associated educational services</li> <li>• training of staff and progress of students</li> <li>• link governor to oversee the implementation, review and monitoring of this policy</li> </ul>
<b>The Head Teacher</b>	<ul style="list-style-type: none"> <li>• Ensure the development, monitoring, recording and reporting on the progress of the this policy</li> </ul>
<b>The SLT</b>	<ul style="list-style-type: none"> <li>• The positive promotion and implementation of this policy, working through their attached KS Co-ordinators</li> </ul>
<b>Specific Staff with responsibilities for various aspects of implementing the policy:</b> <ul style="list-style-type: none"> <li>• member of staff responsible for staff training</li> <li>• Inclusion Co-ordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Provide access to regular training opportunities and up-dates</li> <li>• include Disability issues in the induction programme</li> <li>• undertake annual/interim reviews and reporting – regular monitoring of the progress of disabled students – sharing information with all members of staff – keeping SLT informed of any issues</li> <li>• ensuring that students with disabilities are meeting their academic targets – putting in strategies if and when targets are not being met</li> <li>• offering advice and support to all staff</li> </ul>
<b>Staff with Responsibilities – Heads of Department, Subject Leaders, Heads of Year, Key Stage Co-ordinators</b>	<ul style="list-style-type: none"> <li>• Implementation of the policy – recording, reporting as appropriate</li> <li>• monitoring academic progress of those with disabilities and putting in support strategies if targets are not being met</li> </ul>
<b>Teaching Assistants</b>	<ul style="list-style-type: none"> <li>• to act upon advice/information provided by the SENDCo</li> <li>• undertake training as relevant</li> <li>• to monitor the progress and safety of disabled students in the classroom as deployed by the classroom teacher.</li> </ul>
<b>All Students</b>	<ul style="list-style-type: none"> <li>• to ensure that all disabled members of the school community are treated with respect and that the school's code of conduct is applied at all times</li> </ul>
<b>Governors' Welfare &amp; Safeguarding Committee</b>	<ul style="list-style-type: none"> <li>• Member of the SLT reports to committee each term – any issues around disability will be discussed and proposals made</li> </ul>