



ACCESSIBILITY POLICY

REDBY ACADEMY

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INTRODUCTION

This policy has been drawn up in compliance with current legislation and requirements as specified in schedule 10, relating to Disability, of the Equality Act 2010. The definition under the Act is:

“You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ effect on your ability to do normal daily activities.’

Wearmouth Learning Trust are committed to providing an accessible environment which values and includes all pupils, staff, parents/carers, visitors and members of the local community 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, within both our academies and the wider community.

PROMOTING EQUALITY OF OPPORTUNITY

Within Redby Academy this policy is driven by:

- Strong leadership: the Headteacher and senior leaders lead an effective strategy that is applied across the whole school.
- Effective teaching and learning: lessons are planned and delivered as effectively as possible with effective personal or learning support provided to the individual pupil when necessary to ensure all pupils have access to a broad and balanced curriculum.
- High expectations: every pupil is expected and encouraged to achieve their potential by teachers and parents/carers. These expectations are underpinned by the practical use of data monitoring. Policies and SATS/test results are monitored for their effect on particular groups of pupils to pinpoint and tackle underperformance.
- Ethos of respect with an opportunity for all opinions to be heard: there is a strong ethos and a culture of mutual respect. There are clear and consistent approaches to unacceptable behaviour, bullying and attitudes which do not reflect the inclusive culture of Redby Academy.
- Parental/community involvement: parents and the wider community are positively encouraged to play a full part in the life and development of the academy.

The Trust is committed to managing and improving the physical environment of the buildings and grounds to ensure Redby Academy is fully accessible and able to accommodate pupils, staff, parents/carers and visitors with mobility difficulties.

Opportunities for educational visits will be risk assessed to ensure that all students can fully participate and enjoy.

Staff and governors, both current and prospective, are encouraged to disclose any disabilities and reasonable adjustments will be made. We will ensure that when disabled applicants meet the criteria they will be shortlisted and interviewed. All staff and governors shall have a responsibility to treat colleagues and young people in a dignified and respectful way and use appropriate language. People should be sensitive and considerate in their dealings with others and report any difficulties they may encounter to their line manager.

Members of the local community are encouraged to disclose any disabilities and to use the facilities of the academy.

ELIMINATING DISCRIMINATION

Behaviour within the academy shall be monitored to ensure that referrals from disabled pupils are not over represented. Strong links with the pastoral teams shall support this aim. Appropriate training will be delivered to staff regularly on the range of disabilities pupils demonstrate and the effective management of these difficulties within the academy environment.

We shall ensure that parents/carers of disabled children are able to use the school grounds and disabled parking bays when visiting for events or appointments. Parents are also advised to contact the academy if they require support to be involved in their child's education eg wheelchair access, a signer or letters in large print.

Redby Academy will not tolerate any form of discrimination towards individuals and work will take place through the curriculum to ensure that all pupils are aware that discrimination can be active or passive and both approaches will be viewed seriously. Staff will ensure that through their practice discrimination does not take place and is actively discouraged.

We fully recognise that we have responsibilities under employment legislation and we will avoid unlawful discrimination relating to pay and appointments. We have undergone a job evaluation process and adhere to national pay scales and national arrangements and terms and conditions that affect pay.

ELIMINATING HARASSMENT

We shall raise awareness of bullying and harassment to disabled students through the Anti-Bullying policy which will challenge negative attitudes and comments and promote mutual respect. Assemblies and opportunities through the curriculum will celebrate the diverse school community. Disabled people including staff and governors, shall be encouraged to report any instances of discrimination, bullying or harassment to the Headteacher.

Gender related harassment will not be tolerated and we recognise that it is unlawful, unpleasant and unfair. We will protect our employees and pupils from victimisation and harassment through the disciplinary procedure.

Sexual harassment can be experienced by either gender and is defined as objectionable behaviour based on the sex of the individual. This may include verbal or non-verbal remarks, jokes, conversations, gestures or pornographic images, unwelcome contact or promises or threats relates to sexual favours. Sexual harassment will not be tolerated and will be dealt with through the appropriate academy procedures.

Gender reassignment harassment and/or discrimination can be experienced by a man or woman who intends to undergo, is undergoing to has underdone gender re-assignment.

Staff, governors or pupils shall be encouraged to report any instances of gender related harassment to the Headteacher and disciplinary action may be taken.

ENCOURAGING PARTICIPATION IN PUBLIC LIFE

All disabled pupils shall be encouraged to become part of the school democratic process through the school council. All pupils will be consulted and in particular the views of those with disabilities will be recorded to ensure any new arrangements or changes to existing policies do not cause discrimination.

All pupils, regardless of their gender, will be encouraged to take part in school life and all views respected and celebrated.

TRANSPORT AND PARTICIPATION

Whenever possible arrangements will be made to ensure that transport issues do not prevent the participation of an individual in activities, particularly those associated with extended schools.

Some students will require medication or personal care during their daily school life. We have a medication co-ordinator whose role includes liaison with parents/carers and professionals to ensure all medical needs are met and a pastoral team to ensure social and emotional needs are met. We have a separate policy on the dispensing of medication in schools.

Disabled people shall be similarly encouraged to play a full part in school life, whether staff, governor, parent/carer or a member of the community.

In order to meet the needs of disabled students it may be necessary to make special arrangements, these may include, personal support during breaks and lunchtimes. This could include early access to lunch or eating in a private area. It could also include a safe place to access at breaks or during stressful periods. Special toileting arrangements or individual time tables may be necessary and organised by the SENDCo in consultation with the pupil and their parent/carer.

Gender issues should not exclude a pupil from any activity which requires transport to participate in either curriculum or extra-curricular activities.

ACCESSIBILITY PLAN

The plan has been drawn up and covers the period September 2016 to August 2019.

1. Increase access to the curriculum for pupils with a disability and/or English as a second language

- Increase access to the curriculum for pupils with disability and or/English as a second language, expanding and making reasonable adjustments to 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 Academy such as participation in after-school clubs, leisure and cultural activities or educational visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

2. Improve access to the physical environment

- Improve and maintain access to the physical environment of the Academy adding any additional specialist features as necessary to enable access to education. The action plan for physical accessibility is considered annually and if there are any resultant actions from this audit, which are not feasible to be carried out during this year, then these will need to roll forward into subsequent plans. The plan will need to be re-visited each year, in order to inform the development of the new plan.

3. Improve the delivery of written information to all stakeholders with a disability, which is readily accessible to pupils without a disability

- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents/carers and visitors. Examples may include hand-outs, timetables, textbooks and information about Academy events. This information should be made available in various preferred formats where required or requested within a reasonable time frame.

MONITORING

Data is collected on all pupils' achievements and attendance and published at appropriate stages. Disabled pupils' achievements and attendance form part of that data and can be extracted as appropriate. Bullying data is collected and analysed by SLT can any concerns addressed.

Staff and governor recruitment and retention is monitored by the HR & Business Manager. During the recruitment process details of each applicant's gender, religion, sexuality and any disability is removed from the shortlisting and interview panel to ensure that every application is considered on its own merits.

The Accessibility Plan covers a 3 year period and will be updated annually ensure Redby Academy continues to provide a fully accessible environment.

This policy was updated in September 2016 and will be reviewed every 3 years or earlier if necessary.

Signed _____ Executive Headteacher Date _____

Signed _____ Chair of Governors Date _____