



Sandhurst School

Accessibility Policy

Revision No.:	2.0
Statutory/Non-Statutory	Statutory
Responsibility of Approval:	Staffing and Student Support Committee
Responsibility for Updating:	Assistant Headteacher and SENDCO
Local Governing Body Approved Date:	15/01/2015
Review Date:	Annually
Date Ratified by Committee:	8/12/2022

Foreword

The Board of Governors of Sandhurst School is pleased to publish its revised Accessibility Plan. We believe that it is compliant with current legislation and requirements. The Governing Body is responsible for ensuring the implementation, review and reporting on progress of the Accessibility Action Plan.

In developing the plan, we have been able to identify and record the progress we have made towards achieving disability equality and tackling discrimination and come to a better understanding of the challenges still to be tackled.

We will ensure that this Accessibility Plan is effectively implemented and scrutinised so that we meet the obligations placed upon us by the Equality Act 2010. We intend to use it to make real and tangible changes to how we conduct our business that will make a positive difference to the lives of disabled people. Promoting disability equality in Sandhurst School will be a continuous process. It will be undertaken in partnership with the wider community and of course with disabled people themselves. We would like to thank those who have been involved in developing the scheme and we hope that we can continue to work together with disabled people to achieve disability equality in Sandhurst School.

Chair of the Local Board of Governors

The purpose and direction of the school's plan: vision and values

Sandhurst School has high ambitions for its disabled students and expects them to participate and achieve in every aspect of school life.

The school aims to:

- set suitable learning challenges for all students
- respond to students' diverse needs;
- overcome potential barriers to learning and assessment for individuals and groups of students.

We aim to identify and remove barriers to disabled students in every area of school life and to ensure that Sandhurst School makes all children feel welcome irrespective of race, colour, creed or impairment.

The objectives of the accessibility plan set out the proposals of the Governing Body of the school in three key areas:

- To deliver a first-class service with an inclusive ethos where the curriculum and teaching and learning responds to the needs of individual learners.
- To create a physical environment which enables disabled students to take full advantage of education and associated services.
- To create a positive atmosphere of shared commitment to value diversity and respect difference.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Who do we mean by "disabled people"?

A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

What 'substantial' and 'long-term' mean

- 'substantial' is more than minor or trivial, e.g., it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more, e.g., a breathing condition that develops as a result of a lung infection

There are special rules about recurring or fluctuating conditions, such as arthritis.

Progressive conditions

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled.

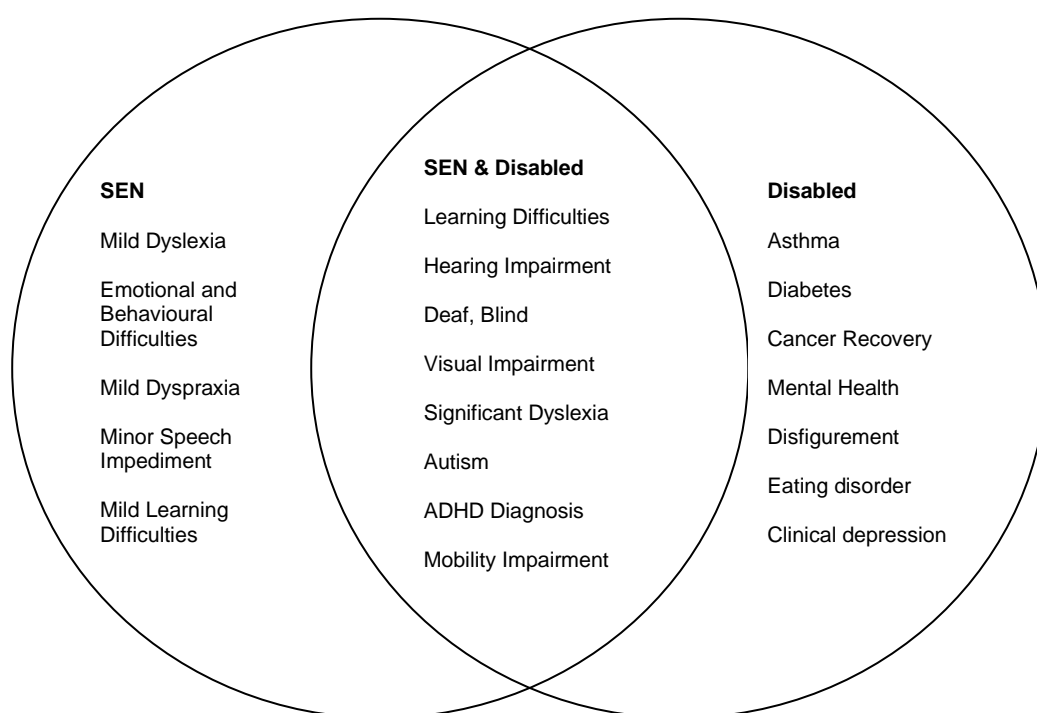
However, a person automatically meets the disability definition under the Equality Act 2010 from the day they are diagnosed with HIV infection, cancer or multiple sclerosis.

Special educational needs and disabilities (SEND)

All publicly funded pre-schools, nurseries, state schools and local authorities must try to identify and help assess children with special educational needs and disabilities (SEND).

If a child has an education, health and care (EHC) plan, these must be reviewed annually. From Year 9 the child will get a full review to understand what support they will need to prepare them for adulthood.

Suggested Overlap of SEN and the Disability Definition for Young People



Ensuring Disabled and SEN Students are Protected from Discrimination

It is against the law for a school or other education provider to treat disabled students unfavorably. This includes:

- direct discrimination - treating someone with a protected characteristic less favorably than others
- indirect discrimination - putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage
- harassment - unwanted behaviour linked to a protected characteristic that violates someone's dignity or creates an offensive environment for them

- victimisation - treating someone unfairly because they've complained about discrimination or harassment

It can be lawful to have specific rules or arrangements in place, as long as they can be justified.

Reasonable adjustments

An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include providing extra support and aids (like specialist teachers or equipment).

Schools are not subject to the reasonable adjustment duty to make alterations to physical features, like adding ramps. They must make the buildings accessible for their disabled pupils as part of their overall planning duties.

In considering what might constitute a substantial disadvantage, Sandhurst School has taken account of a number of factors, e.g.

- the time and effort that might need to be expended by a disabled child
- the inconvenience, indignity or discomfort a disabled child might suffer
- the loss of opportunity or the diminished progress that a disabled child may make in comparison with his or her peers who are not disabled.

Action To Date

Our Accessibility Policy has taken a fundamental step in removing these discriminatory barriers for disabled people at Sandhurst School. The Policy builds on what we have done already to promote equality for disabled people. These include addressing:

- discriminatory attitudes
- a lack of accessible information
- inaccessible environments
- services that have not been designed to take account of the needs of disabled people.

For example, we have adopted:

- An Accessibility Plan which aims to:
 - ✓ Increase the extent to which disabled students can participate in the school curriculum
 - ✓ Improve the physical environment in Sandhurst School to increase opportunities for disabled students
 - ✓ Ensure that disabled children are provided with information in formats that are accessible for them.
- An Equal Opportunities Policy which aims to:
 - ✓ Identify and remove practices and procedures which may result in direct or indirect discrimination
 - ✓ Provide fair access to key resources and opportunities throughout the school
 - ✓ Ensure that recruitment, employment, promotion and training systems provide equality of access
 - ✓ Secure compliance with all relevant legislation
- A Student Learning Centre which has developed programmes to support students with a range of problems, including:

- ✓ Those with low self-esteem
- ✓ School phobics
- ✓ Bullying victims
- ✓ Bullies
- ✓ Those with medical problems, including the long-term sick, invalids and pregnant students
- ✓ The shy and anxious
- ✓ Those at risk of exclusion
- ✓ Behaviour problems

Involvement

In line with our core values of inclusion, partnership and empowerment, Sandhurst School is committed to including the views and opinions of disabled people in all aspects of our Accessibility Policy and Action Plan.

We recognise that we will not be able to identify and prioritise what we do to promote disability equality unless we consider the views of disabled people affected by the plan. We plan for the involvement to be meaningful and outcome orientated.

In the production of this plan, the school has consulted with disabled students and their parents through the mechanism of Annual Reviews, in order to ascertain the strengths of our current provision and identify priorities for development. However, we recognise that involvement is a vital and on-going process.

We will continue to involve disabled people to:

- Identify the barriers faced by disabled people
- Set priorities for action plans
- Assess the impact of existing and proposed policies
- Monitor the success of initiatives undertaken
- Review and revise the scheme.

Our key disabled stakeholders are:

- **Students**

The School Council members will play a key role in the involvement process. They will receive training on the Equality Act and the barriers that we want to tackle (attitudinal, institutional, environmental, information and communication barriers).

They will have the opportunity to create a series of questions about barriers to learning and participation in school life and use these skills to sample the views of other students. The information that they will gather will be used to further develop, review and evaluate the effectiveness of our Accessibility Policy and Action Plan. We will report back to the students we have involved so that they know what effect their involvement has had.

- **Disabled Staff**

We will also involve our disabled staff, in particular in identifying any barriers in employment opportunities and practices within the school.

- **Other Disabled Adults**

We will gather and analyse the views of the other disabled adults who regularly use our school site.

Impact Assessment

Sandhurst School recognises the importance of assessing the impact of its current policies and practices on disability equality, in order to ensure that they do not have an adverse impact on its disabled stakeholders and to inform future planning.

Sandhurst School therefore regularly monitors the impact of the school's policies. In particular, the Accessibility Policy and Action Plan will be monitored through:

- Consultation with disabled stakeholders, in order that areas for change can be identified
- Analysis of information from data collection relating to disability.

This policy and plan is a working document and therefore one which will be subject to review and alteration in response to the school's impact assessments, and views expressed by its disabled members, and will be used to drive forward the promotion of disability equality. It will therefore be key to the review and development of all school policies and practices in order to achieve the school's vision of a welcoming and diverse community.

Accessibility Action Plan

Key Objective 1: Deliver a first-class service with an inclusive ethos where the curriculum and teaching and learning responds to the needs of individual learners.

Planned Outcome	Actions to Achieve	Success Criteria and Timeframe	Responsibility	How Monitored / Evidence
Disability equality is embedded within teaching and learning	<ul style="list-style-type: none"> Ongoing programme of staff training in disability awareness and best practice in relation to disabled learners, to reflect diverse needs of students within the school and anticipatory duties. Teachers to reflect identified areas of need in lesson planning and delivery. Departments to include reference to disability equality in schemes of work and departmental policies Lesson observations refer to and report on disability equality 	100% of lessons observed demonstrate differentiation for disabled learners	AD, SENDCo, HWE, Subject leaders All teachers	<ul style="list-style-type: none"> Lesson observation records Analysis of disabled students' achievements in exams
Appropriate support is put in place for all SEND learners.	<ul style="list-style-type: none"> Information relating to disabled students is acted upon in a timely way to ensure support is put in place prior to commencement of a programme of learning. Ensure that all disabled students receive the correct entitlement to exam access arrangements. Provide provision maps for all SEND students. 	Support for all disabled learners is in place by half term following enrolment	AD, UH SENDCo	<ul style="list-style-type: none"> SEN records Exam access records
A flexible curriculum provision and alternative accreditation are continuously developed	<ul style="list-style-type: none"> The behaviour policy is reviewed to make reasonable adjustments for disabled students. Evaluation of current provision. Strategic planning for curriculum development. 	Disabled students are able to access tailored versions of the curriculum and gain broader range of qualifications.	AD, JSo Subject Leaders SENDCo	<ul style="list-style-type: none"> Curriculum plans

Extra- curricular learning opportunities are fully accessible to disabled students	<ul style="list-style-type: none"> • Organisers of extra-curricular learning opportunities assess activities for accessibility and make reasonable adjustments. • Tutors ensure that disabled students are included in activities undertaken by their group and specifically supported to do so. • Risk assessments include reference to disabled students. 	Increased participation in school life for students with disabilities	All staff EVC	<ul style="list-style-type: none"> • Registers of extra-curricular activities.
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Accessibility Action Plan

Key Objective 2: Create a physical environment which enables disabled students to take full advantage of education and associated services

<i>Planned Outcome</i>	<i>Actions to Achieve</i>	<i>Success Criteria and Timeframe</i>	<i>Responsibility</i>	<i>How Monitored / Evidence</i>
Access to the school buildings and site is able to meet diverse student needs	<ul style="list-style-type: none"> Assess accessibility and clarity of signs around school and make improvements where necessary. Ensure clear identification of room functions. Develop links with the outside support agencies to ensure the needs of SEND students are being met. Assess school site for accessibility and ensure necessary adjustments are made. Develop evacuation procedures to take full account of the needs of SEND people. 	SEND students are able to fully access the school site. On going	SLT Site controllers	<ul style="list-style-type: none"> Positive assessments received from outside agencies representing disabled people
Classrooms are optimally organised for SEND students	<ul style="list-style-type: none"> Identify needs and actions for future improvements. Teachers to organise resources within classrooms to reflect student need. Incorporate accessibility into any proposed structural changes. 	Resources are used appropriately for diverse needs of students with disabilities	Site controllers All teachers	<ul style="list-style-type: none"> Site and Buildings Governors meeting
The SEN Department is fully utilised to support the needs of disabled students	<ul style="list-style-type: none"> SEN staff continue to develop and refine programmes to support disabled students. 	SEN is successfully used to identify and support disabled students.	SENDCo, AD	<ul style="list-style-type: none"> SEND Tracking Documents Provision Map Software

Accessibility Action Plan

Key Objective 3: Create a positive atmosphere of shared commitment to value diversity and respect difference.

<i>Planned Outcome</i>	<i>Actions to Achieve</i>	<i>Success Criteria and Timeframe</i>	<i>Responsibility</i>	<i>How Monitored / Evidence</i>
All staff receive training in disability equality and strategies to support SEND students	<ul style="list-style-type: none"> • Whole staff INSET • New staff induction programme includes a module on disability equality. 	All staff receive training annually in September	SENDCO, HWE	<ul style="list-style-type: none"> • INSET register • New staff induction programme
Disability equality is regularly discussed and reported on across the school	<ul style="list-style-type: none"> • Disability equality issues to feature regularly on SLT, departmental, PMT and governors' agenda 	Disability equality is carefully monitored and modified where necessary	SLT, HOHs, SENDCo Chair of Govs Subject Leaders	<ul style="list-style-type: none"> • Minutes of meetings and actions
Disabled visitors are supported during their time in the school	<ul style="list-style-type: none"> • Consideration of service to clients during performances, meetings, parent consultation and information evenings in relation to access, seating, lighting, heating etc. 	Each situation is impact assessed and necessary actions put into place by December 2017	SLT Site Controllers	<ul style="list-style-type: none"> • Impact Assessments
Disability equality forms a key part of the PSHCE curriculum and programme of assemblies	<ul style="list-style-type: none"> • PSHCE year planner is modified to include modules and resource materials on differential disability awareness • Assembly programme includes focus on disability equality 	Modules included in Key Stages 3 and 4 by September 2022	SCH, EL	<ul style="list-style-type: none"> • LIFE curriculum • Assembly rota

Disability receives a high profile in the curriculum	<ul style="list-style-type: none"> Review current curriculum to ensure students experience positive role models of disabled people 	Diversity of curriculum includes positive perceptions of disability	Subject Leaders All staff	<ul style="list-style-type: none"> Departmental schemes of work
There are no reported incidences of bullying and harassment of disabled people	<ul style="list-style-type: none"> Specific reference to disabled people is included within strategies to eliminate bullying and harassment. 	Ongoing	All staff	<ul style="list-style-type: none"> Classcharts Bullying log
Newsletters and school documents are available in alternative formats.	<ul style="list-style-type: none"> Develop use of cream paper for dyslexic students Large print and audio formats as required Homework information sheets available in alternative formats as required 	Disabled students and parents are able to access all school documents. On going	SENDCo Reprographics	<ul style="list-style-type: none"> School documents

Making It Happen

Implementation

The Accessibility Policy and Action Plan represent the school's vision backed up by key actions which will be carried out within the next three years. There will be:

- Clear allocation of lead responsibility
- Clear allocation of resources
- Indication of expected outcomes
- Clear timescales
- Specified timescale for process and review

The Plan will monitor:

- Disabled student attainment
- Effectiveness of reasonable adjustments
- Recruitment, retention and career development of disabled staff
- Admissions of disabled students
- Exclusion of disabled students

The school's Senior Leadership Team, Governing Body and School Council will monitor this plan termly. The school governing body will present findings annually, to all members of the school community and available in alternative forms of communication which are appropriate to the needs of its disabled members.

Evaluation

There will be internal evaluation of this plan as above. Evaluation of this plan will therefore be incorporated into the SDP, as will the data giving information on the number of disabled pupils in the school, and their achievements.

Publication

This document forms part of the school's development plan and equal opportunities policy.

Reporting

There will be an annual report on this policy demonstrating:

- progress made
- outcomes achieved
- work in progress
- amendments to the scheme