



Accessibility Policy

Statement of intent

St Edward's School is committed to taking steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

1. Legal framework

1.1. This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years.'

2. Definition

2.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

2.2. The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

3. Roles and responsibilities

- 3.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 3.2. The Headmaster, in conjunction with the Board of Governors, will create an Accessibility Plan with the intention of improving the school's accessibility.
- 3.3. The Board of Governors will be responsible for monitoring the Accessibility Plan and will approve the Accessibility Plan before it is implemented.
- 3.4. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.
- 3.5. The Headmaster will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.
- 3.6. During a new pupil's induction, the SENCo will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- 3.7. The SENCo is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- 3.8. The SENCo will work closely with SLT to ensure that pupils are appropriately supported.
- 3.9. All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.
- 3.10. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer medication.

4. Accessibility Plan

- 4.1. The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.
- 4.2. The plan has the following key aims:
 - To increase the extent to which pupils with disabilities can participate in the curriculum
 - To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- 4.3. The intention is to provide a projected plan for a three-year period.
- 4.4. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- 4.5. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- 4.6. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.
- 4.7. An access audit will be undertaken by the Site Manager.

- 4.8. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
- 4.9. The school will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.
- 4.10. The school will provide auxiliary aids and services where necessary to help provide suitable support to pupils with disabilities.

5. Equal opportunities

- 5.1. The school strives to ensure that all existing and potential pupils are given the same opportunities.
- 5.2. The school is committed to developing a culture of inclusion, support and awareness.
- 5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with disabilities. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.
- 5.6. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with disabilities to participate in all school activities.

6. Admissions

- 6.1. The school will apply the same entry criteria to all pupils and potential pupils.
- 6.2. Reasonable adjustments will be made prior to a pupil starting at the school, to ensure that they are not at a substantial disadvantage.
- 6.3. All pupils, including those with disabilities, will have appropriate access to all opportunities available to any member of the school community.
- 6.4. Information will be obtained on future pupils in order to facilitate advanced planning.
- 6.5. Prospective parents are invited to discuss the pupil's specific needs prior to the pupil starting school.

7. Curriculum

- 7.1. The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments but access to certain resources and equipment may be differentiated for safeguarding purposes.
- 7.3. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

- 7.4. The Assistant Head (Academic) and the SENCo will work together to adapt a pupil's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- 7.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 7.6. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.
- 7.7. The SENCo, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.

Specialist resources are available for pupils with visual impairments, such as maths equipment, exercise books, IT equipment.

8. Physical environment

- 8.1. The school is committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.
- 8.2. The school has a toilet facility suitable for people with disabilities which is fitted with a handrail and an emergency pull cord.
- 8.3. Where entrances to the school are not flat, a ramp is supplied for access. Given reasonable notice, the school retains a portable access ramp to afford access to the Main House.
- 8.4. The provision is made in corridors to highlight hazards and to support those who are visually impaired.
- 8.5. When planning and undertaking future improvements and refurbishments of the site and premises the school will take account of the needs of current and future pupils and visitors with physical difficulties and sensory impairments. This may include improvements to access, lighting, acoustic treatment, colour schemes, and more accessible facilities and fittings.

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