

Handsworth Grange Community Sports College

Accessibility Policy



Minerva
Learning Trust

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Review Cycle	Annual

INTRODUCTION:

The Minerva Learning Trust (MLT) asks all partner schools to adopt and use this policy unless a partner school and the Minerva Learning Trust have discussed and agreed alternative procedures that they both agree would better suit the partner school's particular circumstances.

Any reference in this policy to the Governing Body or the school relates to the independent governing bodies and schools of all Minerva Learning Trust partners. Partner schools and their respective Governing Bodies have full delegated powers from the Trust and have responsibility for the operational implementation of the policies and their associated procedures. They are encouraged to seek advice and support from Minerva Learning Trust on matters of policy and procedure in circumstances where decisions may potentially impact on the Trust as a whole, e.g. dismissing staff or making staff redundant. In such circumstances, at least one member of the relevant panel should be a member of the Trust.

Handsworth Grange Community Sports College is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about any individual or group and to developing a culture of awareness, tolerance and inclusion. Consequently the school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school in relation to the physical environment including any necessary specialist aids and equipment, the curriculum, extra-curricular activities and information provided by the school.

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability 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 carry out normal day to day activities" i.e. a person may be disabled but does not necessarily suffer a disability.

1) LINKS

The Accessibility Plan should be read with reference to the following policies, strategies and documents:

- Single Equality Scheme.
- Curriculum
- Staff Training and Development
- Health & Safety (*including off-site safety*)
- Inclusion
- Special Needs
- Behaviour Management
- School Development Plan
- Teaching and Learning Policy

2) AIMS and OBJECTIVES

- a)** To adopt policies and practices that ensure all pupils are equally prepared for life. This covers teaching, learning and the wider curriculum of the school such as participation in after-school clubs, leisure, cultural activities, school visits and preparation for pre and post-16 transition.
- b)** To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability
- c)** To improve access to the **physical environment** of the school, adding specialist facilities, equipment and aids as necessary. This covers improvements to the physical environment of the school and physical aids to access education and school facilities. (*See Appendix 1*).

- d) To increase access to the **curriculum** and pupil engagement by taking account of their physical, emotional, social and cultural background characteristics, needs and aspirations. *(See Appendix 2).*
- e) To improve the presentation and delivery of **information** to pupils, staff, parents and visitors to meet their specific needs. Examples might include handouts, timetables, textbooks, curriculum resources, the school website and information about the school and school events. The information should be made available in various preferred formats and languages. *(See Appendix 3).*

3) **PRINCIPLES**

- a) To comply with the instruction and spirit of the 2010 Equality Act and all other local and national legislation, guidance and procedures related in working towards the achievement of equality of opportunity and provision for all.
- b) The school recognises its duty in relation to the 2010 Equality Act:
- Not to discriminate against disabled pupils in admissions, exclusions and the provision of education and associated services
 - Not to treat disabled pupils, staff or visitors less favourably
 - To make reasonable adjustments to avoid putting disabled pupils, staff or visitors at a disadvantage
- c) The school recognises and values a parent's'/carer's knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parent's'/carer's' and child's right to confidentiality.
- d) The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:
- Setting suitable learning challenges
 - Responding to pupils' diverse learning needs
 - Overcoming potential barriers to learning and assessment for individual and groups of pupils.

4) **ACTION PLANS**

HGCSC has identified the following points for action as part of its accessibility plan:

a) Delivery of the curriculum

School staff will receive training in making the curriculum broad, accessible and relevant to all pupils, and it will include elements of:

Health and Wellbeing

Growth Mindset

VCR (Vocabulary, Comprehension and Reading)

Financial Education

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking any changes or developments. We are prepared to make any necessary and reasonable physical changes to meet the needs of any pupil, member of staff or visitor.

c) Provision of information in other formats

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

6.1 Involvement of disabled people in developing the Scheme

It is the intention to consult with all stakeholders (*pupils, parents/carers, regular visitors to the school*) with disabilities to aid in the development of this scheme by taking account of their views when making appropriate adjustments. This consultation process will be on-going.

6.2 Developing a voice for disabled pupils, staff and parents/carers

Monitoring, review and evaluation will be an integral part of the scheme. Stakeholders specifically involved in the various aspects will be asked to contribute at the planning/implementation/review stages.

6.3 The Governing Body

Meetings of the Governing Body are accessible to all. The body includes the correct quota of representatives and their contact details are published in school documentation. When vacancies arise the position is open to all eligible parties and a fair election is held.

6.4 Removing barriers

Physical/curriculum/communication barriers to making the school more accessible are detailed in the Policy.

6.5 Disability in the curriculum, including teaching and learning

Schemes of work/individual lesson plans will clearly highlight if special considerations need to be made to allow full access to all aspects of the lesson for all pupils. Any necessary additional equipment/resources will be provided by the school or outside agencies.

6.6 Eliminating harassment and bullying

Please refer to the school's anti-bullying policy.

6.7 Reasonable adjustments

The school is committed to making all reasonable adjustments to try and remove barriers to participation, achievement and to ensure equality of opportunities for all regardless of their background or characteristics. The views of pupils, parents and staff about their needs and experiences are regularly collected. All new parents and families to the school are made aware of the school's physical accessibility and individual family needs are recorded and agreed action to address them implemented.

The School Council is also asked to feed back their views.

6.8 School facility lettings

Areas of the school used by the community are accessible by all. The disabled parking space is located as close as is practicable to the ramped entrance. The number of spaces are increased to meet individual needs, for example for pregnant members of staff and for staff and visitors with interim mobility needs.

6.9 Contract and procurement

Any outside contractor being employed by the school will be required to support the school's disability awareness procedures

6.10 Information, Performance and Evidence

a) Pupil Achievement

Appropriate data for all pupils is collated, analysed and published to parents 4 times a year.

b) Learning Opportunities

In the case of on-site facilities not being suitable for any pupil, alternative arrangements will be sought and provided as necessary and appropriate. The school's Social Inclusion Team will be consulted when necessary.

c) Admissions, Transitions, Exclusions

Entry to the school, at any level, will be based purely on the local authority Admissions Policy. Likewise all pupils facing potential exclusion will be treated fairly following the school's Exclusion Policy.

d) Social Relationships

All pupils new to the school, irrespective of year group, will follow the relevant induction process. If it is deemed appropriate, tutor/teaching groups will be briefed as to how they can/should respond positively to a newcomer with a disability. This will always be carried out sensitively following consultation and approval from the incoming pupil.

e) Employing, Promoting and Training Disabled Staff

There will be no discrimination on the grounds of gender, race, marital status or disability in the recruitment and selection process.

6.11 Reviewing/Monitoring

The Policy will be reviewed annually and monitored through the Finance Committee of the Governors.

The scheme will be revised every three years.



Approved by

Governor: **Date:**

Signature: