

Reddiford School

Disability Access Policy

To be used in conjunction with;

Reddiford's Accessibility Plan

Reddiford's Admission Policy

Reddiford's Equal Opportunities Policy

Reddiford's Learning Support and SEND Policy

Equality Act 2010

Statutory Guidance

This statutory policy has been reviewed in accordance with the following guidance:

- (1) The responsible body of a school in England and Wales must prepare—
 - (a) an accessibility plan;
 - (b) further such plans at such times as may be prescribed.

- (2) An accessibility plan is a plan for, over a prescribed period—
 - (a) increasing the extent to which pupils with disabilities can participate in the school's curriculum,
 - (b) improving the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
 - (c) improving the delivery to pupils with disabilities of information which is readily accessible to pupils without disabilities.

- (3) The delivery in sub-paragraph (2)(c) must be—
 - (a) within a reasonable time;
 - (b) in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

- (4) An accessibility plan must be in writing.

- (5) The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.

- (6) The responsible body must implement its accessibility plan.

- (7) A relevant inspection may extend to the performance by the responsible body of its functions in relation to the preparation, publication, review, revision and implementation of its accessibility plan.

- (8) A relevant inspection is an inspection under—
 - (a) Part 1 of the Education Act 2005, or
 - (b) Chapter 1 of Part 4 of the Education and Skills Act 2008 (regulation and inspection of independent education provision in England).

- (9) In preparing an accessibility plan, the responsible body must have regard to the need to allocate adequate resources for implementing the plan.

Introduction

Entry to the School is by an assessment - see Admissions Policy. A place will be offered to all those children that have sufficiently high academic ability to profit fully from the educational opportunities on offer. At present our physical facilities for the disabled are limited but improving with each development on site. We will nonetheless do all that is reasonable to ensure that the School's culture, policies and procedures are made accessible to children who have disabilities and to comply with our legal and moral responsibilities under the Equality Act 2010 in order to accommodate the needs of applicants, pupils and members of staff who have disabilities for which, after reasonable adjustments, we can cater adequately.

The School will take into account a number of factors when considering what is reasonable bearing in mind the following:

- The feasibility and cost of making specific alterations to the School premises given that;
- The School is nearly 100% dependent on fee income
- Staffing requirements
- Implications on financial resources and the likelihood of any external funding being available
- to offset this;
- The unique character and age of each building
- Health and safety considerations
- The interests of other pupils

For the purposes of the Equality Act 2010, a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. More specifically this might include sensory impairments, mobility difficulties, medical conditions, learning difficulties and mental health problems. It is the duty and responsibility of all staff to establish a positive ethos towards all such pupils who fall under the heading of disabled in terms of the Equality Act 2010.

Admissions

The School needs to be aware of any known disability or special educational need which may affect a pupil's ability to take full advantage of the education the School provides. Parents of a child that has any disability or special educational need should provide the school with full written details at registration. The School requires this information so that it can make an assessment and consult with the parents about the adjustments which can reasonably be made to cater adequately for the child's needs, both during the assessment and thereafter, if an offer of a place is made. Similarly, if special educational needs or a disability become apparent after admission, the School will consult with the parents about reasonable adjustments that may allow the child to continue at the School.

Current Pupils

The School also recognises that physical and psychological conditions can develop in existing pupils which may require reasonable adjustments to be made to the way in which the curriculum is delivered. Parents must, as soon as possible, disclose to the School in confidence, any known medical condition, health problem or allergy affecting a child. Where appropriate the Head Teacher, or Department Head, will set up a consultation process so that interim

measures can be put in place to support the pupil and the longer-term requirements be determined. The School will make reasonable adjustments to allow a pupil to continue at the School; this may include, where necessary, remote learning, transference to another class or building or other reasonable adjustments being made.

Pupils with Learning Difficulties

The School will do all that is reasonably possible to detect and deal appropriately with special educational needs and disabilities (SEND). Staff may raise concerns with the Learning Support Coordinator and the Head of the Department. However, although they have knowledge of how to accommodate such pupils staff are not qualified to make a diagnosis of specific learning difficulties such as dyslexia, dyspraxia, ASD, ADHD, or of other learning difficulties. Parents will be notified if concerns have been raised that a child may have a learning difficulty and it will be the responsibility of the parents to arrange any formal assessment. Parents must notify the Head in writing if they are aware or suspect that their child has a learning difficulty and the parents must provide the School with copies of all relevant information, so that the School can consider all reasonable adjustments.

Withdrawal of a Pupil

If following the process of consultation and after all reasonable adjustments have been made, it is the professional judgement of the Head Teacher that the School cannot provide adequately for a child's special educational needs or disability, parents will be asked to withdraw the child. In such cases every effort will be made by the School to assist in finding a suitable placement in another school.

Accessibility Plan

The School has an Accessibility Plan which is available, on request, to all parents and staff, and is reviewed at least annually. The Accessibility Plan includes consideration of how the School proposes to:

- Increase the extent to which pupils with disabilities can participate in the School's curriculum
- Improve the physical environment of the School for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and benefits, facilities or services provided or offered by the School
- Improve the delivery to pupils with disabilities of information which is readily accessible to pupils without disabilities.