

**COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS
DISABILITY ACCESSIBILITY POLICY & PLAN**

COMMITTEE	Curriculum & Student Matters
SLT RESPONSIBLE	Willa Jackson Associate to the Principal & CEO
REVIEW	3 years formal review Yearly informal review
POLICY REVIEWED	February 2019
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APPROVED BY THE LOCAL GOVERNING BODY	March 2019

COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS

A. DISABILITY ACCESSIBILITY POLICY

1 SCOPE

This Disability Accessibility Policy applies to all students at Colchester County High School, parents and carers of students, School staff, Governors and disabled people who use the School or who may want to use the School. The Scheme is published on the School's website and is available on request.

2 AIMS

The aims of this policy are to ensure that CCHSG complies with its duties under the Special Educational Needs and Disability Regulations as part of the Children and Families Act 2014 and Part 6 of the Equality Act 2010 (the **Act**), including the public sector equality duty set out in Section 149 of the Act. The School is required to have due regard to:

- The need to eliminate discrimination that is unlawful under the Act
- The need to eliminate harassment of disabled persons that is related to their disabilities
- The need to promote equality of opportunity between disabled persons and other persons
- The need to take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons
- The need to promote positive attitudes towards disabled persons
- The need to encourage participation by disabled persons in school and all walks of life.

3 STATEMENT OF INTENT

The school will:

- continue its commitment to be a selective Girls Grammar School in respect of academic standards whilst recognising its duties under the Equality Act 2010 in respect of persons with disabilities
- maintain and drive a positive culture towards inclusion of disabled people in all the activities of the school and especially in the development of the Accessibility Plan
- train staff to understand the differing types of disabilities and how to deal with employees and students who are disabled. Staff will not be expected, unless medically qualified or specifically trained to do so, or

it forms part of their job description, to administer medication (except emergency medication e.g. epipen)

- adopt user-friendly procedures for considering admissions from parents of disabled children, being prepared to make all reasonable adjustments in the admissions process and other processes where appropriate
- implement and review the **Accessibility Plan** with the aim of increasing the accessibility of the school's curriculum, and to improve the physical environment of the school and to improve access to information for our employees, students, prospective students and parents/cares/guardians
- keep under review the school's Admission Policy, equal opportunities and anti-bullying policies in line with the relevant legislation.

4 DEFINITION

A **disability** is a "*physical or mental impairment which has a substantial and long-term, adverse effect on ability to carry out normal day-to-day activity*" (Equality Act 2010).

- Physical disability includes medical conditions for which a person needs to use a wheelchair, for example, cerebral palsy or brittle bones
- A mental impairment is a recognised mental illness which has been diagnosed, a severe learning difficulty or a psychiatric illness
- Long-term means a period of 12 months or longer
- An "adverse effect on day-to-day activity" means having a "significant and material" effect on the following: mobility, manual dexterity, physical co-ordination, continence, ability to lift carry or move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand, and perception of the risk of physical dangers
- Case law indicates that "significant and material" means "more than minor or trivial".

Other disabilities could include:

- severe disfigurements, scarring conditions and birthmarks (but not including tattoos or piercings)
- progressive conditions which will result in a substantial long-term adverse effect on day-to-day activity
- a controlled impairment, i.e. a person with a prosthesis, or a person with drug-controlled epilepsy or diabetes
- a history of impairment, for example, a person who used to be disabled and has recovered or a person with a previous mental illness.

Disability does not include:

- hay fever sufferers
- a person with anti-social tendencies such as paedophilia
- a person who has a behavioural difficulty, for a reason other than a disability, for example, arising from social or domestic circumstances
- a person who is addicted to nicotine, alcohol and other non-prescribed substances.

5 DISABILITY DISCRIMINATION

We will not treat a student or employee or a prospective student or employee less favourably on the grounds of disability.

We will not knowingly discriminate against a person on the grounds of disability:

- in the arrangements for determining admission or employment procedures
- in the terms on which a place at the School is offered
- by refusing or deliberately omitting to accept an application for admission or employment
- in the provision of education and associated services
- by excluding a person on the grounds of their disability
- by victimising a person with a disability
- by harassing a person with a disability
- by failing to take steps to ensure that disabled persons are not placed at a substantial disadvantage in comparison with non-disabled persons.

6 ADMISSIONS

The school will be open to applications from any prospective student with a physical and / or mental impairment. The School will treat every application from a disabled student in a fair, open-minded way, subject to the requirement to achieve the academic standard required for admission.

Welcoming and preparing for disabled students

Where it is practical to make reasonable adjustments to enable a prospective student to take up a place at the school and to satisfy the current admissions criteria, the school is committed to providing those reasonable adjustments.

In order to meet the needs of disabled students, the school requires full information. The school will ask parents/guardians of prospective students to disclose whether the student has received any learning support, have had an educational psychologist's report or have any disability or other condition of which the school should be aware. Where a student has an Education and Healthcare Plan (EHCP) recognising a special educational need, the school will work with the Local Authority in formulating and reviewing the EHCP to ensure that the identified provision is delivered in an appropriate manner.

In assessing the student or prospective student, the school may need to take advice and require assessments as appropriate. School staff involved will be sensitive to any issues of confidentiality and Data Protection Act 2018 requirements.

7 EDUCATION & ASSOCIATED SERVICES

The school has an on-going duty to make reasonable adjustments in respect of the education and associated services provided. This is a broad expression that covers all aspects of school life. The range of activities that are covered by the expression include:

- the curriculum
- classroom organisation and timetabling
- access to school facilities
- sports and fitness activities
- breaks and lunchtimes
- school meals
- assessment and examination arrangements
- school clubs, educational visits and other activities
- preparation of students for the next phase of education.
- school policies & procedures
- school behaviour, sanctions and rewards
- exclusion procedures.

8 REASONABLE ADJUSTMENTS FOR STUDENTS

The school is legally required to make "reasonable adjustments" in order to cater for a student's disability.

The school shall inform the students and parents of the reasonable adjustments that the school is legally required to make for that student, which may typically include:

- making arrangements for a student in a wheelchair to attend an interview in an accessible ground floor room
- allowing extra time for a dyslexic student to complete an assessment or exam
- providing examination papers in larger print for a student with a visual impairment
- rearranging the timetable to allow a student to attend a class in an accessible part of the building
- arranging a variety of accessible sports activities.

8.1 The school is not legally required to make adjustments which include:

- physical alterations such as the provision of a stair-lift or new ground floor facilities, such as a new library
- auxiliary aids and services such as a loop for children with hearing aids
- large LCD screen computers and disability trained classroom assistants.

9 DISABILITY & ACCESSIBILITY MONITORING, EVALUATION & REVIEW

The school will draw up an Accessibility Plan which takes into account the needs of students, staff, parents, & governors.

The School will assess the impact of the Accessibility Plan by taking into account:

- the number of students with disabilities at the School;
- feedback from disabled parents, staff, students and governors;
- attainment of students with disabilities;
- the number of complaints;
- the number of bullying incidents;
- the number of staff and the success of staff with disabilities.

The Executive Principal will report annually to the governors e.g. via the Executive Principal's report, as to the progress that has been made on the action plan and the effect of the action taken.

The Executive Principal and Local Governing Body will formally review the Accessibility Plan every three years and will publish a revised Plan within the time framework specified.

B. ACCESSIBILITY PLAN

INTRODUCTORY STATEMENT

This Accessibility Plan (the **Plan**) has been drawn up in consultation with students, parents, staff and governors of the School and covers the period from February 2019 to February 2022. The plan is available in large print or other accessible format if required.

The plan takes account of the school's public sector equality duty set out in section 149 of the Equality Act 2010.

Colchester County High School for Girls is committed to providing an environment which values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

1. BACKGROUND

The school's layout and facilities: The school is committed to making reasonable adjustments to allow disabled students to access educational provision at the School. The School consists of a main building with three floors which have lift access, mSchool which is all on ground level, and Science building which is on 2 floors with staircase and lift access.

2. ACCESSIBILITY PLAN

The School has prepared an Accessibility Plan (the **Plan**) which is available, on request, to all parents and staff.

The Accessibility Plan includes consideration of how the school proposes to:

- increase the extent to which disabled students can participate in the school's curriculum
- improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated service
- improve the delivery to disabled students of information which is readily accessible to students who are not disabled.

The Plan will be reviewed regularly, to ensure that the Plan is up-to-date and covers all aspects of school life. The Plan is attached as Appendix I.

It is acknowledged that there will be need for on-going awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

School Prospectus

Objectives and Equality Duty

Health and Safety Policy

Special Educational Needs Policy

Supporting Students with Medical Conditions Policy

3. REVIEW

The Plan will be monitored through the Curriculum & Students Committee of the Governing Body, and progress reviewed yearly. There will be a full review of the Plan in February 2022 when a new Plan will be produced to cover the next three years.