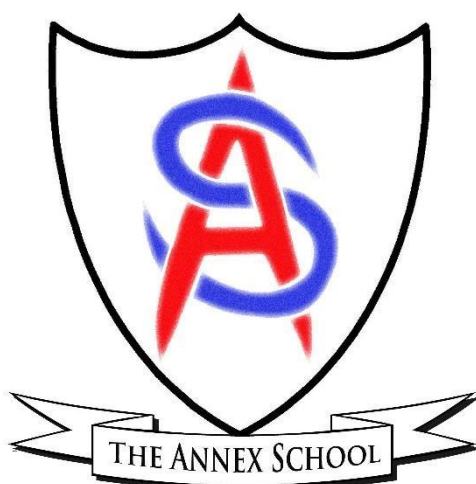




The Annex School Accessibility Policy



The Annex School

Approved by: Jane Parish Date: September 2024 Next Review Date: Annually



This document sets out the responsibilities and expectations for all members of the School community in relation to safeguarding and promoting the wellbeing of children and young people at The Annex School.

The Board of Directors and Headteacher of The Annex School wish to make it clear that extremist religious views and partisan political views promoted in the teaching of any subject in the school will not be tolerated.

All members of staff are expected to offer a balanced presentation of views and opinion to students while they are in attendance at the school and while taking part in extra-curricular activities that are provided or organised by or on behalf of the school including through the distribution of promotional materials.

Failure to observe the above could lead to disciplinary procedures including instant dismissal.

We believe this policy relates to the following legislation:

- Disability Discrimination Act 1995
- SEN and Disability Act 2001 (SENDA)
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015 □

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)

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We believe that we work hard to ensure that the culture and ethos of this school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treat one another with respect. This school provides students with the opportunity to experience, understand and value diversity.

In accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA) this policy and plan has been devised.

We believe disability is:

‘A person has a disability if he or she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.’ (Equality Act 2010)

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

We believe it is our duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and students, which result in improved outcomes for disabled students, parents/carers and school personnel in all aspects of school life.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe, caring environment for all our students to experience success, happiness and excellence.

Under the Equality Act 2010, we have a duty not to discriminate against people on the basis of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We are committed to providing a fully accessible environment that values and includes all students, school personnel, parents/carers and visitors regardless of their education, physical,



sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Aims

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

- To ensure that all school personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school premises.
- To reduce and eliminate barriers to access the curriculum and to have full participation in the school community for students, prospective students and our adult users with a disability.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibilities

The Board of Directors have:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- a duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002);
- a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:
 - discriminate against disabled students in our admissions and exclusions, and provision of education and associated services
 - treat disabled students less favourably

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- the responsibility to work with parents/carers to ensure the full needs of each individual child are met as we value parents'/carers knowledge of their child's disability and its effect on their ability to carry out normal activities;
- a duty to respect the child's and parents'/carers right to confidentiality;
- the responsibility of providing all students with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual students and their preferred learning styles;
- the responsibility to endorse the key principles in the National Curriculum framework which underpins the development of a more inclusive curriculum by:
 - setting suitable learning challenges
 - responding to students' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of students
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents/carers;
- the responsibility of involving the students in the development, approval, implementation and review of this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy;
- undertaking a needs analysis that will identify what improvements to the school building plus other issues that need to be taken into account;



Headteacher:

- in conjunction with the Board of Directors devise a new plan every three years;
- oversee the implementation of the policy, Scheme and Plan;
- annually review and adjust the Accessibility Action Plan;
- organise ongoing awareness raising and training for school personnel and governors in the matter of disability discrimination;
- ensure all school personnel, students and parents/carers are aware of and comply with this policy;
- report to the Board of Directors on the procedures in place for school personnel with disabilities;
- inform the Board of Directors on the training programme for school personnel;
- identify what needs to be done to increase the extent to which disabled students can fully participate in the curriculum that the school provides;
- identify what needs to be done to improve the physical environment of the school that will increase the extent to which disabled people can have access to the education and other services that this school offers;
- help students to recognise, understand and learn how to treat people with disabilities by:
 - identifying different kinds of disabilities
 - visualising what it might feel like to be disabled
 - supporting and interacting with disabled people
 - empathising
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;



- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by speaking with students, school personnel and parents/carers;
- monitor the effectiveness of the Disability Accessibility Plan for Students;
- annually report to the Board of Directors on the success and development of this policy.

School personnel will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership with parents and carers keeping them up to date with their child's progress and behaviour at school;

Students:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct/Behaviour Policy and guidance necessary to ensure the smooth running of the school; □ take part in questionnaires and surveys

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Parents/carers:

- be aware of and comply with this policy;
- support the school's Code of Conduct/Behaviour Policy and guidance necessary to ensure smooth running of the school

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Inclusion
 - Special Educational Needs & Disabilities
 - Equal opportunities
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Monitoring

The practical application of this policy will be reviewed annually or when the need arises. A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Board of Directors for further discussion and endorsement.

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