

FREDERICK BREMER SCHOOL



Accessibility Policy & Plan 2015-2016

Person responsible	Jenny Smith
Review Frequency	3 year review
Policy First Issued	2015
Last Reviewed	
Agreed by LT on	
Does this policy need to be ratified by Governors?	Yes
If yes, which committee	Finance Group Committee
Ratified by Governors on	21 st September 2015
This policy is communicated by the following means	Staff shared area and Website



Context

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Academies and Local Authorities have to carry out accessibility planning for disabled pupils. The purpose of this policy is to meet the duty to promote equality of opportunity for disabled pupils, staff, parents and other users of Frederick Bremer School.

Our aim is:

- Not to treat disabled pupils less favorably, for a reason related to their disability;
- To make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils

Six elements of the duty are:

- Promoting equality of opportunity
- Eliminating discrimination
- Eliminating harassment
- Promoting positive attitudes
- Encouraging participation
- Taking steps to meet disabled people's needs, even if this requires more favorable treatment

Our accessibility plan is aimed at:

- Increasing the extent to which pupils with a disability can participate in the curriculum
- Developing the physical environment of the school to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided.

Definition

The definition of disability under the law is a wide one. A disabled person is someone who has 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.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Condition, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included. If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Vision and Values

Frederick Bremer School fully supports the vision that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future. This is encapsulated into our school vision and improvement plan.

Frederick Bremer School endorses the Inclusion definition that recognises that:

- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

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Frederick Bremer School is committed to offering a high-quality education to all children in the community in line with the requirements of the needs of those with SEN and Disability. The School actively promotes inclusion and will take all reasonable steps to ensure that pupils with a disability or SEN are not discriminated against or treated less favorably than other pupils. The school will work in partnership with the family and other agencies in the best interest of the pupil to maximise educational opportunity. We are committed to continuing staff training to enable staff to be effective in the education of young people with Special Educational Needs and Disabilities. We are committed to prioritising sufficient resources to support the actions identified in our accessibility policy and plan.

Information Gathering

We arrived at actions in the plan by taking into consideration a range of things (some are listed below)

- The nature of our schools population for whom we plan
- A consideration of the impact of the schools existing plans and priorities

Pupil information includes a range of data:

- Pupils already in the School and moving through it
- The nature of the future intake (advance information from feeder schools)

We regularly audit our strengths and weaknesses in working with pupils with a disability and pupils who come under the new codes for SEND. This might include:

- The level of staff awareness of Equalities legislation and the new codes for SEND
- The presence of pupils with a disability and their participation in the life of the school, for example, patterns of attendance and exclusions, areas of the curriculum to which pupils with a disability have limited or no access, the participation of pupils with a disability in after school clubs and school visits, parts of the school to which pupils with a disability have no or limited access.
- The impact on pupils with a disability, of the way the school is organised, for example, school policies and practices around the administration of medicines, time-tabling, Anti Bullying policy, trips and teaching and learning.
- The physical environment of the building
- The curriculum
- The ways in which information is currently provided for pupils and parents with a disability
- Outcomes for pupils with a disability including exams and end of key stage results and achievements in extracurricular activities

Involving People with a Disability

The plan was first drawn up under the Disability Equality Scheme (2006) and was informed by:

- The views and aspirations of pupils with a disability themselves
- The views and aspirations of the families of pupils with a disability
- The views and aspirations of other people with disabilities or voluntary organisations
- The priorities of the local authority



Accessibility Plan

The plan addresses the three areas of improving access to:

- The physical environment
- Access to education, benefits, facilities and services
- Access to information usually provided in written form

Linked Policies

- Learning & Teaching
- Safeguarding policy
- Behaviour for Learning
- Exclusions
- SEND
- Careers
- Curriculum
- Vision statement
- Equality information and objectives (contained with SIP action plan)
- Attendance

Ratified



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Appendix 1 - Accessibility Plan Priorities 2015-2016

Please see School SIP and SEN action plan for more detail

Area to Be Addressed: Access to the Curriculum

Goals & Targets:

1. Continue to develop and enhance knowledge of responsibilities under the Equality Duty and the new code for SEND.
2. To work with the LA to produce Education, Health and Care Plans (EHC)
3. Continue to develop confidence and knowledge of staff in delivering the curriculum to pupils with a disability.
4. Enhance access to and participation in the curriculum and wider curriculum for pupils with a disability and those with Special Educational Needs through effective provision management

Area to Be Addressed: Accessibility of Information

Goals & Targets:

1. Develop more accessible teaching resources for pupils with SEN and disabilities, including (more laptops, I Pads, dyslexic electronic dictionaries etc.)
2. Increase the availability of written information in other formats where required
3. To continue to identify and implement best practice on delivery of information to pupils with a disability, including our local partners and the National Autistic Society
4. To continue to develop effective guidance on P16 pathways for pupils with SEN and disabilities

Area to Be Addressed: Physical Accessibility

Goals & Targets:

1. To continue to ensure that there are no physical barriers to inclusion
2. To work effectively with Bouygues on ensuring the building remains fully accessible to all at all times
3. 3. To ensure that the independent Health and Safety Audit continues to assess issues affecting SEND pupils, and recommendations are incorporated into the Health and Safety Plan



Appendix 2 – Frederick Bremer School Promoting Equality Statement

Our school vision was devised in consultation with parents, pupils and staff in the Autumn term 2012. It is reviewed on an annual basis:

Frederick Bremer School is an 11-16, multi-cultural, mixed comprehensive school. It is a truly inclusive, happy and friendly school where all are welcome. It is our intention to be the pride of the community we serve. Frederick Bremer has high expectations of all members of its community, as reflected in the school's motto

ASPIRE

We aspire to continuously creatively develop our pupils
(So they can be successful in a rapidly changing world)

BELIEVE

We believe in an inclusive community which inspires our pupils (to achieve to their full potential)

CREATE

We will create a nurturing and empowering environment
(To achieve this common vision)

Ofsted (2013) stated:

- Disabled pupils and those with special educational needs make good progress because of very good support and care.
- The school is a harmonious community. Pupils show respect for each other and for
- Their teachers and they work and play happily together. Pupils and teachers are proud of their school.
- The school promotes equal opportunities for all pupils by analysing the progress of different
- Groups of pupils and providing additional support for those who need it. Pupils are very clear that they are all treated equally.

We believe that the **Public Sector Equality Duty** (PSED) provides a framework to support our commitment to valuing diversity as well as addressing the statutory areas of:

- A. Eliminating unlawful discrimination, harassment and victimisation.**
- B. Advancing equality of opportunity between different groups.**
- C. Fostering good relations between different groups.**

The Public Sector Equality Duty also ensures that we continue to tackle issues of disadvantage and underachievement of different groups, since breaking down barriers to learning, and increasing life choices for all pupils, is a key part of our vision.