ACCESSIBILITY POLICY

Sheringham High School

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1. Purpose of this Policy and Accessibility Plan

At Sheringham High School and Sixth Form we are committed to ensuring equality of opportunity for all. We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the knowledge that they will receive a positive and supportive response which facilitates their full participation in the range of activities offered by the Schools. We believe in 'Success For All' and that diversity is a strength, which should be respected and celebrated by all those who learn in, work in, and visit our learning communities.

2. The Disability Equality Duty (DED)

Background Information

This Accessibility Policy pays due regard to government law and local directives, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links in to the SEN Code of Practice (2014) (and to past legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001).

Definition of Disability

The Disability Discrimination Act of 1995 defines a person with disability as someone who has, 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The Special Educational Needs and Disability Act (SENDA) 2001 extended the Disability Discrimination Act (DDA) of 1995 to cover education. Since 2002 the School's Governing Body has had three key duties towards students with disabilities under Part 4 of the DDA, which are: i. Not to treat students with disabilities less favourably for a reason related to their disability ii. To make reasonable adjustments for students with disabilities to ensure that they are not at a substantial disadvantage, and
iii. To plan to increase access to the physical environment, the curriculum and written information (documented in an Accessibility Plan).

The Disability Discrimination Act of 2005 extended the definition of disability to include people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with attention deficit hyperactivity disorder (ADHD), autistic spectrum disorder, Down's Syndrome and hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and human immunodeficiency virus (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, those who have recovered from cancer, or people with a history of mental illness), then they are still covered by the legislation for the rest of their life.

3. The Duty

The Disability Discrimination Act (DDA) of 2005, whose principles are replicated in the 2010 Equality Act, places a general duty on Schools, requiring them to have due regard to the following when carrying out their functions as employers, as providers of education and associated services and as providers of services to the wider community:
Promoting equality of opportunity between people with disabilities and other persons

- Promoting equality of opportunity between people with disabilities and other persons
- Eliminating discrimination that is unlawful under the DDA
- Eliminating harassment of people with disabilities that is related to their disability
- Promoting positive attitudes towards people with disabilities
- Encouraging participation in public life by people with disabilities

Taking steps to take account of people with disabilities even where that involves treating people with disabilities more favourably than their non-disabled peers

This general duty is also known as the Disability Equality Duty (DED).
A specific duty under the 2005 legislation requires all Schools to produce a Disability Equality Scheme and an associated action plan covering a three year cycle.

4. Unlawful Discrimination
Sheringham High School and Sixth Form will ensure that discrimination is avoided in:

- the selection, appointment and promotion arrangements for staff
- staff conditions of service.
- staff training.
- the arrangements for determining student admission.
- the terms on which admission is offered.
- refusing or deliberately omitting to accept an admission application;
- provision of education or associated services (including educational visits, extracurricular activities and youth service activities);
- exclusions.

5. Students
Sheringham High School and Sixth Form fully support the vision that:

- We believe that all students have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.
- Inclusion is the process of taking necessary steps to ensure that every student is given equality of opportunity to develop socially, to learn and to enjoy community life.
- Every effort will be made to ensure that 'reasonable adjustments' are made to accommodate students with disabilities, while bearing in mind the interests of other students.

Schools are required to make under the terms of SENDA 2001;

- Improvements in access to the curriculum for students with disabilities.
- Physical improvements to increase access to education and associated services (e.g. extra – curricular activities); and
- Improvements in the provision of information in a range of formats for students with disabilities

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There is an additional requirement for Schools to explore whether or not students with behavioural issues may or may not have an underlying disability leading to this. For example, the following can be underlying reasons for poor behaviour; mental illness, mental health problems, learning difficulties, dyslexia, diabetes, epilepsy.

•The Schools will take into account all these requirements when considering the inclusion

and treatment of students with disabilities in the Schools.
(N.B. Behaviour difficulties arising from social or domestic circumstances are not covered by the Act).

6. Students - Education and Associated Services

The Schools will examine each individual case to determine the best adjustments that can be made to accommodate every individual's needs.

The Schools aim to fulfil the requirements of the legislation to make 'reasonable adjustments' for students with disabilities, to enable them to have access as far as is reasonably practicable, to the Schools' premises, facilities, curriculum and associated services.

All relevant information is recorded on the individual's School records (staff or student).

A review will be held at least annually as part of the annual Performance Management programme in the case of staff, or as part of the whole School review process and the annual special needs review, in the case of students.

Risk assessments will be carried out on behalf of staff with disabilities, students and visitors on an annual basis, and as circumstances change. These risk assessments will be the responsibility of; •the line manager in the case of a new member of staff

•the Special Educational Needs Co-ordinator (SENCO) or delegated staff member as appropriate for students

•the member of staff that the visitor has come to see or the person with whom they will be working.

7. Action on Transfer into the Schools and Thereafter

- At transfer to Sheringham High and Sixth Form, the Exec/HT will allocate liaison time with designated staff for students with disabilities and their families to ensure that the student's educational needs and the School's requirements are fully understood by staff at the feeder school, parents/carers, and student, and to ensure that there is a smooth transition.
- The Trustees/ governors will make available to parents/carers information relating to the Accessibility Plan, how the Schools help students with disability gain access to the curriculum, what the Schools do to ensure fair treatment for students with disabilities.
- Sheringham High School and Sixth Form will continue to ensure close liaison with families of all students with disability through the provision of staff by the Exec/HT (e.g. SENCO, appropriate Learning Support Assistants, Assistant Headteachers, Deputy Headteacher (Support and Guidance), Student Managers & Form Tutors).
- Wherever possible, information for home will be provided in different formats if requested.

8. Achievements of Students with Disabilities

Records are kept of all students' achievements including those with Special Educational Needs (SEN) and/or a disability.

9. Educational Opportunities available to Students with Disabilities

- Alternative provision to access all areas of curriculum teaching will be put in place if a student is physically unable to go to class.
- Wherever possible, an alternative location will be found off site if specific teaching requirements cannot be accessed at Sheringham High.
- All students have the right to attend all trips and residential visits. This will be achieved through careful consultation with parents/carers, planning, funding and adequate staffing of visits.
- Sheringham High School and Sixth Form will ensure, as far as reasonably practicable, that students and staff with disabilities are given access to off-site activities organised by the school. This responsibility lies with the EVC.
- In all teaching and learning activities a full range of teaching and learning styles will be explored to ensure that no student is excluded from learning.

- Where possible, technological solutions will be explored and where possible adopted to enhance the experience for students whose disability significantly inhibits access to learning in class access.
- Careers guidance will be offered so that students with disabilities have the same opportunities to access careers advice. For students with an EHCP, this Careers and Guidance advice will begin at their Year 9 review forming their transition plan.
- Access arrangements will allow equal access to examinations, so that students can fulfil their potential.
- Students will be entered for the level of examination which is appropriate for their level of ability.

10. Sensory Support

The Schools will make provision to enable those with sensory support needs to access the full curriculum, for instance by providing documents in alternative formats, and by considering classroom seating and accommodation arrangements.

11. Parents with Disabilities

- The Schools will meet the needs of parents and carers with disabilities wherever possible, for instance by providing documentation in alternative formats if requested or lift access to upper floors.
- Parents' Evenings will be held principally in the Hall, Refectory and/or Gym to allow for ground floor access. Such evenings may be held remotely by mutual agreement.
- Parents may also request, in advance, to have a meeting with a teacher in a classroom (Room 7 at SHS) which has a hearing loop installed or by remote means where sufficient notice is given

12. Involvement of people with additional needs in developing the policy

As we look to develop our commitment to equality, we will continue to consult with:

- Parents/Carers of students with disabilities who would like to come to Sheringham High and/or Sixth Form, to identify particular needs and to ensure that, where possible, these are met;
- Students themselves to ensure that all of their needs are being met;
- outside agencies;
- the Health and Safety Executive in order to ensure that any modification of the buildings does not contravene legislation to protect any students, staff, or visitors to the Schools

We will continue to use these mechanisms for consultation in the future but will also seek to widen the spectrum of those consulted, specifically:

- through encouraging students with disabilities to have representation on the School Council.
- through whole-School surveys of student and parent opinion.

13. Recruitment, Development and Retention of Disabled Employees

Recruitment and development of Staff

The Schools follow statutory procedures in the recruitment and development of teaching and support staff to ensure equality of opportunity in;

- in teaching, teaching support, administrative support and site support roles;
- at all levels of seniority in the Schools;
- as permanent or temporary members of staff, full-time or part-time or casual staff;

- in training and professional development opportunities;
- in disciplinary and capability procedure.

The application form used specifically requests disclosure of disability information which is then recorded within Schools on appointment. This is used to inform suitable provision for the successful applicant.
Wherever possible the timetables will be adjusted to reflect the needs of members of staff with disabilities. Other appropriate adjustments may be made as agreed between the member of staff, their Line Manager and the Leadership Team.

Within the constraints of financial resources the Schools aim to make adjustments to the premises and/or teaching locations to enable the member of staff to act effectively.
The Schools value the wellbeing of all members of staff. The Schools actively support and contribute to any access to work resources that are recommended as a result of a referral to Occupational Health. Support will be provided to enable staff with disabilities to return to work or continue in service and this will also be analysed at annual review.

14. School Environment

We are continuing to make reasonable adjustments to make our site as accessible as possible, whilst recognising that there is a variety of buildings from several different historical periods which together might compromise access around the Schools. Following consultation, the Accessibility Plan has been drawn up to drive ongoing improvement. This plan is subject to regular review by the Senior Leadership team and consultation with Site managers and Trustees.

15. School Facility Lettings

Sheringham High School and Sixth Form make facilities and resources available on a lettings basis to all members of the community. There is a managed system of hiring facilities. The responsibility for allocating groups to suitable spaces lies with the Trust Business Manager.

16. Contractors and Procurement

The Schools will ensure, as far as reasonably practicable that, when procuring services and supplies, all goods are fully accessible for all users of the Schools' facilities. This specifically relates to IT products including software and hardware. The Schools will make all reasonable adjustments to ensure that all users of School facilities are able to properly enjoy and utilise the Schools' grounds, buildings and equipment.

Sheringham High School and Sixth Form will ensure, as far as reasonably practicable, that contractors with disabilities are given access to procurement routes and equal opportunity to perform services and provide goods to the Schools. A contractor would not be refused an opportunity to take part in a tender or quotation based on their disability.

17. Discrimination in Admissions

The Trustees/ Governing Body ensures that students with disabilities are not discriminated against:
•through the criteria determined for admission to the Schools, or
•by refusing an application from a disabled person for admission to the School, based on their disability.

18. Eliminating Harassment and Bullying

Sheringham High School and Sixth Form strive to achieve a positive, encouraging atmosphere conducive to nurturing positive attitudes towards all people with disability of any sort.
Should incidents of bullying/harassment occur they will be dealt with in line with the sanctions set out in the Behaviour and Inclusion Policy.
Details of bullying incidents involving students with disabilities are to be found in the Bullying Log and Behaviour Grid. Bullying incidents are recorded and categorised as being racist, sexist, homophobic or based on a student's additional needs.

The Trustees/ Governing Body will take positive action against any employees, students or other person (visitors / volunteers) who are involved in the harassment of another employee, student or other person. All members of the School community i.e. employees, students or others have a duty not to harass others on the grounds of their disability (or any other grounds recognized by the law), and to report instances of harassment to the Headteacher/ Head of School or, in the case of harassment by the Headteacher/ Head of School, to the Chair of the Trustees/ Governing Body.

19. Membership of the Trustees/ Governing Body

All nominations received to become a member of the Governing Body are given equal regard. Representatives with disabilities are welcome and proceedings are made accessible.

20. Training

Appropriate training, guidance and information is available for staff, governors and students to further the understanding and implementation provision for all. The SENCO and Senior Team are responsible for organising whole School training.
Staff working with students with individual needs will have access to suitable and relevant training as necessary.
Staff will be given, as relevant and when practicable, advice from external agencies regarding the learning needs of individual students (for example the Sensory Support Service).

21. Responsibilities

i. Governing Body Responsibilities

The Trustees/ Governing Body endeavours to ensure that people with disabilities are not treated less favourably in the following aspects as relevant:

- accessibility to the premises and facilities.
- accessibility to the curriculum.
- accessibility of associated educational services.
- training of staff and the education of students;

The Governing Body/ Board of Trustees will:

- oversee the implementation of all the schools' policies and practices.
- review what reasonable adjustments are being made and could be made.
- consider the Schools' Accessibility Plan; and
- review the Plan annually.

The Trustees/ Governing Body is also responsible for the appointment of a SEND link governor. The link governor covers SEND provision, and has additional responsibilities in overseeing the implementation, review & monitoring and future development of this policy and Accessibility Plan.

ii. Headteacher/ Exec Headteacher Responsibilities

The Headteacher/ Exec Headteacher will:

- along with the Trustees/ Governing Body ensure the implementation of the policy.
- report progress as required to the Trustees/ Governing Body
- ensure that the Accessibility Plan has been reviewed periodically and updated annually, or as necessary, and report progress to the governing body;
  •ensure that regular liaison with parents/carers of students with additional needs takes place.

iii. Leadership Team Responsibilities comprise;

- the positive promotion and implementation of the policy;
- specific staff with responsibility for various aspects of the policy (see Accessibility Plan for details);
- the member of staff with responsibility for staff induction (the Deputy/ Assistant Headteacher; Support and Guidance.)

iv. SENCO Responsibilities are;

- to provide access to regular relevant training opportunities & updates.
- to undertake SEND annual reviews and reporting, in addition to on-going and regular monitoring.

v. Staff with responsibilities (e.g. Heads of Department/ Subject) are;

- implementation of the policy / scheme and reporting, recording as appropriate.
- staff development within their area.
- Ensuring departments are sufficiently resourced to meet the needs of all learners

vi. Teaching and Support Staff Responsibilities are;

- familiarity with the policy / scheme and assist in its implementation.
- to undertake training as relevant and directed.
- Ensure teaching spaces are suitable and capable of meeting the needs of all learners

22. Accessibility Plan

Our Accessibility Plan aims to;

- increase the extent to which students with disabilities can participate in the School curriculum by using learning processes and developing learning styles;
- improve the physical environment of the Schools in order to enable students with disabilities to take advantage of education and associated services;
- enable staff with disabilities to have reasonable access to premises and facilities that they need for their contracted duties;
- ensure that as far as is reasonably practicable the needs of visitors with disabilities to the site are taken into account.

23. Impact Assessment

The Exec/ Headteacher is responsible for monitoring the impact of the policy and Accessibility Plan, and reporting to the Trustees/ Governing body on an annual basis.

Associated Policies;

- Equality information and objectives policy.
- Behavior and Inclusion Policy.
- Trust Statement Policy on Equality Community Cohesion