



Policy Title: Disability Access & Disability Access Plan
Clayton Hall Academy
Statutory

Drafted by:	V Rhodes
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Responsible for Day to Day Management:	SENCO
Responsible for Review:	SENCO

UNITED ENDEAVOUR TRUST
EQUALITY CHECKED

This policy/procedure seeks to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relationships between groups
- Meet requirements under the Equality Duty
- Set Equality objectives which are specific and measurable



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Introduction and Definitions

This policy relates to the following legislation:

- 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 Academics (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)
- Supporting Students at Academy with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Academics and Proprietors of Academies in England (DfE)
- The Statutory Framework for the Early Years Foundation Stage (DfE)
- Reasonable Adjustments for Disabled Students (2012) (Equality and Human Rights Commission)
- Supporting Students at Academy with Medical Conditions (2014) (DfE)

We are committed to ensuring that the culture and ethos of our academies are such that, whatever the abilities and needs of members of the academy community, everyone is equally valued and that we treat one another with respect. Our academies provide students with the opportunity to experience, understand and value diversity.

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 welcome children with disabilities and we value the knowledge and views of parents regarding their child's disability and how it affects their ability to carry out normal activities. This policy sets out the proposals of our academies to increase access to education for students who are disabled in the three areas required by the planning duties of the Equality Act:

- increasing the extent to which students who are disabled can participate in the academy curriculum;
- improving the environment of the academy so students who are disabled can take greater advantage of education and associated services;
- improving the delivery of the curriculum to students who are disabled.

This policy should be read in conjunction with the Academy's Disability Access Plan.

What defines 'reasonable adjustments'?

In determining what is reasonable the academy will have regard to:

- The financial resources available to each academy
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments
- The extent to which aids and services will be provided via a Statement of Educational Needs statement, or by provision paid for outside the academy's resources
- Health and Safety requirements
- The interests of other students

Statement of Intent

United Endeavour Trust and its academies are committed to resourcing, implementing, reviewing and revising the Disability Access Policy every three years. Regular disability Access Audits are to be undertaken as part of this process.

It is our intention to:

- be sensitive to the needs of every child
- reduce barriers to learning in every area of academy life
- ensure the curriculum is accessible to every student
- keep equality of opportunity at the core of our practice
- have regard to any guidance from the Department for Education as may be in force and amended from time to time

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 academy 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. All academy users will benefit from the academy's disability policy as it will allow them to take full benefit of the opportunities that this academy offers.

We are committed to providing a fully accessible environment which values and includes all students, academy staff, parents 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.

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.

Statement of Aims

- To ensure that all academy personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the academy premises.

- To reduce and eliminate barriers to access the curriculum and to have full participation in the academy 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 academies and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for special educational needs and disabilities (SENCo);
- delegated powers and responsibilities to the Principal to ensure all academy staff and stakeholders are aware of and comply with this policy;
- a duty to comply with the Equality Act.
- a duty to publish an Accessibility Plan to ensure that our academies avoid:
 - discriminating against disabled students in our admissions and exclusions, and provision of education and associated services
 - treating disabled students less favourably
 - putting disabled students at a substantial disadvantage
- the responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities;
- a duty respect the child's and parents 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 ensure an inclusive curriculum by:
 - setting suitable learning challenges
 - responding to pupil's diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of students
- responsibility for ensuring that the academy complies with all equalities legislation;

Role of the Principal

The Principal will:

- work closely with the link governor and coordinator;
- in conjunction with the Governing Body 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 academy staff and governors in the matter of disability discrimination;
- ensure all academy staff, students and parents are aware of and comply with this policy;
- report to the Governing Body on the procedures in place for academy staff with disabilities;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by monitoring the:

- physical environment of the academy
- provision of information
- delivery of the curriculum by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with students, academy staff, parents and governors

Role of the SENCo

The SENCo acts as the co-ordinator for disability access and will:

- lead the development of this policy throughout the academy;
- liaise with academy staff to discuss what changes are needed to the physical environment of the academy, to the provision of information and to the delivery of the curriculum;
- provide guidance and support to all staff;
- provide training for all staff when the need arises;
- undertake risk assessments when required;
- review and monitor progress in relation to provision, policy and plans;

Role of the Nominated Governor

The Nominated Governor will:

- liaise with the coordinator and review progress and provision for disabled students or staff;
- attend training related to this policy;
- support the co-ordinator to annually review this policy and the Disability Accessibility Plan

Role of Academy Staff

Academy staff will:

- comply with all aspects of this policy;
- liaise with the SENCo to discuss what changes are needed to the physical environment of the academy, to the provision of information and to the delivery of the curriculum;
- report and deal with all incidents of discrimination;
- work in partnership with parents and carers keeping them up to date with their child's progress and behaviour at academy.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- inform the academy of their child's disability;
- share their knowledge of their child's disability and how it affects the normal activities of their child;

Supporting the needs of disabled students, staff, stakeholders and other visitors to our academies

Students with SEN and/or a disability are involved and consulted throughout discussion, planning and reviews of provision to meet their needs and the setting of new targets. Parents of students with support plans and Learning Support Practitioners are consulted regularly and particularly at Annual Reviews and at times of transition. Any adjustments which are required to our scheme are actioned and the person responsible for co-ordinating this is the SENCo.

Students will be consulted, particularly through Student Voice groups, on Disability Issues.

Disability is not a bar to membership of the Governing Body or Multi-Academy Trust where equality of opportunity is paramount.

Academy Facility Lettings

There are disabled parking spaces included on the car park. There are toilet facilities for the disabled in the main academy and in the community areas.

Contractors, Procurement and Catering

Staff employed through third parties are aware of academy policies in relation to the treatment of students, including harassment and bullying. Catering staff are aware who has food allergies (wheat, sugar etc.) and make necessary adjustments.

Equality and Inclusion

At United Endeavour Trust, we are committed to ensuring equality of opportunity for:

- students with disabilities in relation to education and associated services;
- staff with disabilities in relation to employment rights, conditions and opportunities;
- all parents and members of the local community with disabilities in relation to additional services offered by or at our academy.

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered by our academies.

In particular, the achievement and participation of students and students with disabilities will be monitored and we will use this data to raise standards and ensure inclusive teaching.

Impact

Monitoring of impact and comments from members and visitors are encouraged and any improvements or adjustments where practicable are actioned.

Existing and new policies and practices have a raised awareness as a result of the scheme on the needs of disabled people.

The Anti-Bullying policy has a very clear procedure to follow in any case of bullying, including incidents related to disability. Please see the policy for further details.

Information, Performance and Evidence

Student Achievement – there are whole academy tracking systems in place, which track individual progress and attainment on a termly basis. This data will be used to identify the progress of all disabled children that are identified on the inclusion register.

Learning Opportunities

All children who have learning difficulties that have been identified as having a Special Educational Need will have a support plan (please see the SEN policy for the procedures in place for monitoring SEN progress and provision). At our academies, we offer a wide range of extracurricular activities, which are accessible to all those who wish to take part, all children are actively encouraged to take part in at least one after academy curricular activity. The attendance of these activities is closely monitored throughout the year.

Admissions, Transitions, Exclusions

The Disability Access Policy and Disability Scheme Action Plan clearly outlines how the academies are fulfilling their anticipatory duty in planning for the admission of students with disabilities.

Social Relationships

The United Endeavour Trust endeavours to sustain positive relationships between all students. We will ensure where possible that disabled students are represented in prominent positions within the academy and playing an important role in the public life, such as members of student voice teams and taking an active role in academy activities, class and assemblies.

Raising awareness and understanding of disabilities within the academy community will also be a priority in order to promote positive relationships between all students. Views on how disabled children feel about their social relationships within the academy will be collected on an annual basis to monitor improvements and suggest further improvements.

Employing, promoting and training disabled staff

All staff are employed under equal opportunities. The academy actively seeks every opportunity for disabled staff to further develop their career and be seen as a prominent persons within the academy.

Planned outcomes	Planned action	Timescale	Actioned by	Monitored by
Physical Access				
Facilities and site meet requirements of the Disability Discrimination Act 2010 and cater for all	Annual Local Authority accessibility audit	Annual and on-going	Premises Manager	Vice/Assistant Principal (Curriculum)
Emergency Access				
Disabled students and adults to be able to evacuate the building safely in a fire emergency	Personal emergency evacuation plans are in place for disabled students/staff List compiled of students/adults with alternative evacuation procedures Lift at Clayton Academy not to be used	On admission and reviewed annually in September	Allocated Teaching Assistants Premises Manager	Vice/Assistant Principal (Curriculum) SENCO
During unavoidable closure all students and adults to be able to leave building safely	No student to leave without contact being made with an appropriate adult Students records and/or care plans checked and updated	Annual and on-going	Data collection Human Resources Manager	Vice/Assistant Principal (Pastoral)
Curriculum Access				
All students have access to a broad, balanced and relevant curriculum	Annual audit of curriculum via Scheme of Work scrutiny. Student Voice committee to assess physical accessibility of curriculum.	Annual – Autumn Term As per Student Voice schedule	Subject Leaders House Managers	Vice/Assistant Principal (Curriculum) Vice/ Assistant Principal (Pastoral)
All students have a differentiated curriculum that meets their individual needs	SEN students who have a EHC Plan, or are on the Code of Practice have a support plan that details the students' needs Lesson observations show teaching matched to individual needs.	As per individual annual review schedule.	Subject Leaders	Vice/Assistant Principal (Curriculum) SENCO
MEPs assist students with accessibility needs	Support plans reviewed Train teaching staff.	As per individual annual review schedule.	Allocated Teaching Assistants	SENCO Vice/Assistant Principal (Curriculum)

Curriculum celebrates diversity in terms of disabilities	Incorporate key events into curriculum planning- e.g. Disability awareness week	Curriculum mapping Assembly schedule	Subject Leaders	Vice/Assistant Principal (Curriculum)
Tracking of disabled student achievement identifies gaps in performance and intervention is provided to improve outcomes to ensure disabled students make 'good' progress	Annual examination reviews TAAP	Annual - Autumn Term	Subject Leaders Vice/Assistant Principal (Data & Intervention)	CEO Principals Governors
Transport supports disabled students	Disabled students complete travel plan on induction. Ensure companies provide accessible vehicles	On going Review each Summer Term	Allocated Teaching Assistants Finance Officer	Vice/Assistant Principal (Curriculum)
Access to information				
Identify disabled students, staff, and governors.	Electronic and paper based questionnaire	Annual and on-going	Data collection Human Resources Manager	Human Resources Manager SENCO
Student, staff, governor and parent/carer views on accessibility understood and incorporated where appropriate	Consult with students, staff, Governors and in the development of the Accessibility Plan.	Annually via Student Voice calendar	House Managers Human Resources Manager	Vice/Assistant Principal (Pastoral) Vice/Assistant Principal (Curriculum)
Both Newcastle and Clayton Hall Academy websites are accessible for use by disabled people.	Review website Seek user feedback	On going	Marketing Coordinator	Principal
Correspondence is available in preferred format	Offer service to parents/carers via website House Managers are aware of parents/carers access needs and appropriate support provided when needed.	On going	Marketing Coordinator	Vice/Assistant Principal (Pastoral)
All students, staff, governors and parents/carers are aware of the Accessibility Plan	Raise awareness of Accessibility Plan via website/newsletter, induction, staff team meetings, student voice, Governors' Meetings.	Annually September training day As per calendared agenda via environment agenda Annually as per policy schedule	Marketing Coordinator Senior Teachers House Managers Link Governor	Vice/Assistant Principal (Pastoral) Vice/Assistant Principal (Curriculum)

Clayton Hall Academy: site specifics				
Lift to be clean and tidy at all times	Lift to be cleaned regularly by cleaning staff	Ongoing	Cleaning Staff	Estates Manager
All dropped curbs marked with yellow painted lines	Dropped curbs to be identified and lines painted if necessary	Summer 2018	Caretaking Staff	SEnCo
Lift access marked by yellow & black tape	New tape to replace old in lift access areas	Completed and monitored	Caretaking Staff	SEnCo
Alarm procedure in case of malfunctioning lift fit for purpose	Alarm in lift to be tested (as part of PPM schedule)	Every 6 months	Caretaking Staff (lift) SEnCo (walkie-talkie)	SEnCo
Hand-dryer accessible to disabled students	Lower the hand dryer wall mounting	Completed in disabled facilities	Caretaking Staff	SEnCo
Hearing Loop installed in school	Hearing loop system to be considered in the future, if appropriate given needs of future student cohorts	Ongoing consideration, monitored throughout intake of new students	To be confirmed once hearing loop system deemed necessary and appropriate	SEnCo
All International Studies classrooms accessible via wheelchair	DDA compliant classrooms constructed, pending CIF bid (submitted December 2017)	Awaiting outcome of CIF bid	Buildings Planning Team	Estates Manager
Accessibility for VI students	Mobile steps painted to ensure uneven ground can be identified	Summer 2019	Caretaking staff	Estates Manager
	Alerting VI students to hazards in the outdoor areas of the site by placing coloured tape to the awning posts and lamp posts located outside the technology rooms at eye level	Summer 2019	Caretaking staff	Estates Manager
	Alerting VI students to hazards in the indoor areas of the site by placing coloured tape alongside the display boards in the corridors and glass panels by each of the doors.	Summer 2019	Caretaking staff	Estates Manager

EQUALITY IMPACT ASSESSMENT POLICY CHECKLIST

Equality Impact Assessment of UET Policy						
Title of Policy	Accessibility Plan					
PART 1	Positive Impact – reducing inequalities					
<i>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied. D = Disability, GA = Gender reassignment, P = Pregnancy & Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships</i>	How is the policy likely to have a <u>significant positive impact</u> on equality by reducing inequalities that already exist? All students and staff will be protected from any form of discrimination due to their disability and will be given opportunities to access support if required.					
	Could the policy have a <u>significant negative impact</u> on equality in relation to each of the following groups or characteristics? No					
Characteristics Indicate areas of likely impact ☒	Promote equal opportunities	Get rid of discrimination	Get rid of harassment	Promote good community relations	Promote positive attitudes	Promote/ protect human rights
D	✓	✓	✓	✓	✓	✓
GA						
P	✓	✓				
R						
R/B						
S						
SO						
A						
M/CP						
Equality Impact Assessment of UET Policy	Records					
Name of person responsible for policy	V Rhodes					
Date of EIA of Policy	Reviewed 25.6.2020					

A = Age, M/CP = Marriage and Civil Partnerships –applies in respect of employment framework policies

Equality Impact Assessment of UET Policy	Evidence
PART 2	
<p><i>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied.</i></p> <p><i>D = Disability, GA = Gender reassignment, P = Pregnancy & Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships</i></p>	<p>What is the evidence for your answers above? (list any quantitative and qualitative)</p> <ul style="list-style-type: none"> • No student has ever been refused a place in academy due to their physical impairment. Level of support has allowed access to the curriculum. • Parents of students with disability are pleased with support that has been provided inside as well outside of the classroom. • We have worked closely with external agencies to support our students with physical, sensory, social and emotional as well as communication needs. • Governors via termly report

Equality Impact Assessment of UET Policy	Conclusion
PART 3	
Summary of findings	

Equality Impact Assessment of UET Policy	Next steps		
PART 4			
Category	Actions	Target Date	Person responsible
Next Steps – Action Plan			
Practical changes required to reduce adverse impact	Accessibility needs to be reviewed regularly to ensure full participation in the curriculum. This may have possible training needs for staff.	Reviewed 19.6.18	JDA
Monitoring and evaluation and Review (publish revised policy)	Governors via report		JDA