



Salterns Academy Trust

THE SALTERNS ACADEMY TRUST: TRAFALGAR SCHOOL

ACCESSIBILITY POLICY



Trafalgar

S c h o o l

Learning today, leading tomorrow

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UNCRC Article 23: A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

1. School Aims

At Trafalgar School we intend to:-

1. Assist all students in becoming independent and responsible adults.
2. Achieve excellence in our educational outcomes.
3. Provide learning experiences that meet the needs of each individual.
4. Employ the full range of available teaching and learning strategies for our students.
5. Provide effective training for all staff in pursuit of professional excellence.
6. Provide appropriate resources to support high quality learning experiences.
7. Provide an attractive and safe learning environment.
8. Ensure that there are high levels of confidence between school and community.
9. Monitor and evaluate our progress in all aspects of the school's development.

2. Aims of the Policy

This policy aims to reduce and eliminate barriers for all learners to be able to access the curriculum and to fully participate in the school community.

3. Definition

On 1st October 2010 the Equality Act 2010 replaced all existing equality legislation such as the Disability Discrimination Act, however as that legislation has been subsumed within the new act the DDA continues to form the basis of this policy.

Disability is defined by the Disability Discrimination Act 1995 (DDA) as follows:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities."

The definition is broad and might include people with a learning disability, sensory impairment, severe dyslexia, diabetes or epilepsy, people who are incontinent, or who have AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy.

It is distinct from Special Educational Needs. The Education Act (1996) says that *"a child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her."* Some pupils who have SEN will also be defined as having a disability under the DDA. However, not all children who are defined as disabled under the DDA will have SEN. For example, those with severe asthma, arthritis, or diabetes may not have SEN, but may have rights under the DDA.

4. Rationale

Trafalgar School values diversity and aims to encourage the Rights and Responsibilities for every individual.

- The school recognises its duty under the DDA (as amended by the Special Educational Needs and Disability Act (SENDA), 2001;
- Not to discriminate against disabled learners in admissions, exclusions, provision of education and associated services;
- Not to treat disabled learners less favourably;
- To take reasonable steps to avoid putting disabled learners at a substantial disadvantage. To ensure that parents and others are aware of their rights with regard to recourse or appeal to the SEN and Disability Tribunal;
- To publish an accessibility plan, covering environmental, curriculum and information access (now part of the Equality Action Plan).

In addition, the school has a duty to promote understanding of the needs of people with disabilities amongst all staff and students and to take active steps to reduce prejudice and discrimination. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's rights to confidentiality. In performing their duties, governors and staff will have regard to the Disability Discrimination Act Code of Practice for Schools (2002).

Compliance with the DDA is consistent with the school's aims and equal opportunities policy and the operation of the school's Special Educational Needs (SEN) policy.

5. Strategies for implementation

As a school we will:

- ensure that our admissions practices do not discriminate against disabled learners
- respond to enquiries from parents seeking admission to the school for their child who may have a disability and, if they have, assess their needs
- publish an accessibility plan
- as far as possible, and subject to the limited resources available, adjust timetables and rooming to allow access to all subjects and courses
- as far as possible, subject to the limited resources available, ensure that all activities including school visits are accessible to all students if they are directly linked to the curriculum
- as far as possible, subject to the limited resources available, ensure that students are supported to access the school lift if required.

6. Promotion of policy to staff

- It is the responsibility of every member of staff to ensure students are not discriminated on grounds of disability

The school will:

- Ensure that all staff are aware of their responsibilities to students, and visitors and that regular and appropriate training is provided.

7. References

1. *Special Education Needs and Disability Act, 2001*
2. *Equality Act, 2010*
3. *Disability Discrimination Act, 1995*
4. *Disability Discrimination Act Code of Practice for Schools, 2002*
5. *The Education Act (1996)*

8. Monitoring, Evaluation and Review

The Policy is reviewed every year by the Senior Leadership Team and Governors as part of the self-evaluation cycle. Appropriate action is taken if changes are required.

This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA).