

VALENTINES HIGH SCHOOL

**DISABILITY EQUALITY POLICY &
ACCESSIBILITY PLAN**

September 2019

Last reviewed September 2019 for approval at the main Governing Body Meeting
November 2019.
To be reviewed next September 2021.

Introduction

VHS is committed to valuing our diverse community and is an inclusive school. In order to achieve this, our policies and practice are under constant review. We will promote equality of opportunity and eliminate unlawful discrimination for all our employees, all of our pupils and their parents.

At VHS we take our duties under the Disability Discrimination Act seriously and seek to prevent discrimination. Similarly we will do our best to promote equality of opportunity for disabled people. Our plans for fulfilling our duties under the Disability Equality Duty are set out within the Disability Equality Scheme.

Involvement of disabled pupils, staff and parents

In developing its Disability Equality Policy VHS is committed to consult with staff and pupils with disabilities, parents who themselves have disabilities and other adults with disabilities. Any views expressed will inform priorities within our Action Plan.

We will periodically write to all parents and invite those who consider themselves to have a disability to let us know how we could ensure disability equality. We are also in contact with local disability organisations, through Redbridge Council.

At VHS we will involve any disabled employees who may be appointed in developing this scheme by discussing disability equality at staff meetings and inviting disabled employees to convene as a forum to discuss further. The forum would include non teaching staff with disabilities.

The Forum will consist of pupils, staff and parents who have disabilities. We will continue to try to establish one, and in the meantime will ask the parental portal group for views and consult at other events.

Information gathering

VHS undertakes to gather information and analyse the data so that opportunities for disabled pupils, staff and parents can be monitored. This data will particularly inform the schools on the effects of its policies on:

- The recruitment, development and retention of disabled employees
- The educational opportunities available to and achievements of disabled pupils, including those on School Action Plus

Using the information gathered to review the effectiveness of the school's Policy and prepare subsequent plans.

The SENCo will hold responsibility for ensuring that data on our disabled pupils informs planning at all times. A key factor in reviewing the effectiveness of all the school's development plans will be evaluating the impact on our pupils with disabilities. The head teacher will report annually to the Curriculum Committee of the Governing Body on the extent to which the school's policies have reduced the impact of a pupil's disability on their ability to access school activities.

The head teacher will report annually to the staffing committee Governing Body on the professional development opportunities taken up by staff with disabilities.

We will monitor involvement in school activities, for example, parents evenings, of parents who themselves have disabilities.

Assessing the impact of the school's policies and practices on disability equality and where improvements can be made.

This will be achieved via the mechanisms named above.

The Disability Equality Policy will:

- promote equality of opportunity for disabled staff, pupils and parents by:
 - collecting and analysing data so we can understand and address potential barriers
 - using this data to establish priorities within our Action Plan
 - working proactively to incorporate adjustments for disabled pupils, staff and parents into policy and whole school practices
 - ensuring increasing access to the school's curriculum, the physical environment and to written information through the Accessibility Plan. The Disability Equality Scheme will be reviewed simultaneously with the Accessibility Plan to ensure the principles of disability equality are fulfilled.

- eliminate discrimination that is unlawful under the Disability Discrimination Act by:
 - raising awareness of disability issues, providing training on relevant adjustments and encouraging sharing of good practice
 - reviewing and adjusting the school's policy and practice
 - raising expectations amongst all those working with disabled pupils, staff and parents.

- eliminate harassment of disabled staff, pupils and parents that is related to their disability by:
 - raising awareness amongst staff and pupils of disability-related harassment
 - raise awareness of the importance of reporting possible bullying, however apparently mild it may seem to people without a disability
 - involving pupils themselves in combating bullying

- promote positive attitudes towards disabled staff, pupils and parents:
 - through assemblies and the PHSE curriculum
 - through staff meetings
 - at parents' evenings
 - displaying positive images of disabled people

- encouraging participation by disabled staff, pupils and parents in school life by:
 - proactively seeking representation of disabled pupils on the school council
 - supporting disabled people who may be involved in offering feedback to disabled pupils, staff and parents.
 - including a feature about involvement of disabled people in the school's newsletters

and take steps to meet disabled people's needs, even if this requires more favourable treatment.

Implementation of the Disability Equality Policy:

Overall responsibility for the policy will rest with the Governing Body.

The Curriculum sub-committee will consider progress of the scheme and report on an annual basis to the Governing Body.

The governors will ensure that current and future policies and plans are reviewed to ensure that they fulfil the six principles of the Disability Equality Duty to:

- promote equality of opportunity for disabled staff, pupils and parents
- eliminate discrimination that is unlawful under the Disability Discrimination Act
- eliminate harassment of disabled staff, pupils and parents that is related to their disability
- promote positive attitudes towards disabled staff, pupils and parents
- encourage participation by disabled staff, pupils and parents in school life
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

The head teacher, together with senior members of staff, will take responsibility for ensuring that relevant aspects of the policy are incorporated into the school's plans and acted on. They will take steps to meet the needs of disabled staff, pupils and parents, even if this requires more favourable treatment.

In reviewing policies and development plan the school will consider whether

- there is any evidence to show higher or lower take up or participation by different groups
- there is any evidence that different groups have different needs, experiences, issues and priorities in relation to the particular policy
- there are opportunities to promote equality of opportunity or good relations by altering the policy

and will have consultations with relevant groups, organisations or individuals where particular policies or functions create problems that are specific to them.

Publication and review

The Disability Equality Policy is available from the school's office. Requests may also be made for alternative formats.

The Disability Equality Policy will be reviewed at the same time as the school's Accessibility Plan which sets out how the school intends to:

- increase the extent to which disabled pupils can participate in the school curriculum
- improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services
- improve the delivery to disabled pupils of written information which is provided to pupils who are not disabled.

The Consultation Forum will be involved in the review of both documents and will advise on wider involvement of disabled people in the preparation of the 2013-2016 Disability Equality Scheme and Accessibility Plan.

**VALENTINES HIGH SCHOOL
ACCESSIBILITY PLAN**

NOVEMBER 2018

Accessibility Plan Curriculum Access

We have a whole school approach to SEND Policy and Practice. Students identified as having SEND (including looked after children, high ability students, students with English as an additional language) are, through teacher planning and schemes of work, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and if required, curriculum will be personalised to meet each child's needs and ensure a successful pathway of learning and education.

1. Purpose

1.1 It is our intention to remove, as far as possible those that barriers which make it hard for a person who has difficulties with:

- Mobility
- Physical co-ordination
- Manual dexterity
- Continence
- Ability to lift, carry or move everyday objects
- Speech, hearing or eyesight
- Memory or ability to learn, concentrate or understand
- Perceiving risk or physical danger

1.2 To take part in the day to day life of our School and benefit from the educational experiences and services we provide.

1.3 As a School we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

1.4 This Plan aims to improve access at the School which will improve access to the curriculum for students with special needs and disabilities. This Plan operates alongside the SEND policy and is consistent with it in terms of principles and approaches to resourcing.

1.5 The School will actively seek to improve access to services in the ways set out below and will maintain an action plan which sets out the steps the School will take to achieve this. The action plan will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs in the target areas.

- Ensure the curriculum is differentiated to meet the learning needs of students with SEND and that target setting is effective and appropriate for these students.
- Manage and improve the physical environment of the School's buildings and grounds to meet the needs of a range of disabled students currently on roll and prospective students.
- To establish a culture of mutual trust and respect between all members of the School community.
- To build a community that respects the celebration of achievement at all levels.

	Action Plan	Strategy	Time Frame	Monitoring
Improving Curriculum Access				
1	Whole school Awareness of possible barriers to learning	Disability Awareness Training	On-going	September Training Days SEND briefings
2	Differentiation and curriculum access	Training in implications of particular disabilities and strategies	On-going	Training identified staff via SENCO and outreach workers
3	Rooms to be wheelchair accessible.	Building work to improve access further Funds subject to bidding process	On-going	Rolling improvement programme carried out Latest updates mean only food technology and media rooms not accessible.
4	Ensure disadvantaged disabled students can access all curriculum activities and interventions	Use of Pupil Premium	Annual Spending Plans	Through tracking and results

Physical Environment				
Key Aims	Action Plan	Strategy	Time Frame	Monitoring
Work with disabled students and other stakeholders in order to plan and monitor the appropriateness and effectiveness of building adaptations e.g. ramps, disabled toilets, lifts	Meet with Pupils, Parents, and Visitors as early as possible to discuss their needs or requirements within the School environment, walk the site & discuss the suitability of the site regarding access with the person or persons involved	To adhere to the individual needs of the person or persons requiring access to the School, so far as reasonably practical.	Constant & ongoing	Regular daily logged checks of the School site to ensure the fabric, grounds lighting & fixtures are in good order & no visual Hazards are seen
Accessibility of all parts of the school premises	To ensure all areas are free of obstructions or Hazards.	Overall goal is to maintain a safe clean & warm environment for	Constant & ongoing	Regular meetings with site staff to discuss any Upgrading or improvements that

		all staff Pupils & visitors,		would enhance the accessibility & movement around the school site.
Ensure that the ramps are kept clear of grit and gravel which could present a trip hazard and the surfaces are Kept in good condition.	These are regularly swept by the caretaking staff. To ensure all areas are free from slip or trip hazards	Daily maintenance is part of the Site Team Checklist	Constant & Ongoing	The site team report any defects to their line manager and guidance is given as to any reactive maintenance that might be required to rectify the area or areas that may need attention immediate or otherwise.
Ensure that the ramps are kept clear of grit and gravel which could present a trip hazard and the surfaces are Kept in good condition.	These are regularly swept by the caretaking staff. To ensure all areas are free from slip or trip hazards	Daily maintenance is part of the Site Team Checklist	Constant & Ongoing	The site team report any defects to their line manager and guidance is given as to any reactive maintenance that might be required to rectify the area or areas that may need attention immediate or otherwise.
To ensure the school is always prepared for disabled visitors/pupils	Regular Checks to disabled toilets to ensure they are functioning correctly, activate the emergency alarms, once a week to check if sounder & flashing lights are working correctly	Any short term injuries to staff or pupils, while on the school site i.e. broken legs arms where there is difficulty in movement around the site, a risk assessment would be carried out and kept on file in relevant departments to cover the individuals in question	Constant & ongoing	A PEEP's would be carried out (personal emergency evacuation programme) for each individual in question, and all aspects of this given to the relevant people involved.
Ensure all lifts & lifting equipment is in good working order	Regular service of lifts & lifting equipment.	Maintain service records for future reference	Designated to a professional contractor regular service dates agreed, in line with current	Weekly checks on all lifts & lifting equipment

			regulations.	
Ensure that all signage is clear and visible.	All areas of the school site to have clear signage & fire evacuation information.	All directive & information signs are in place & are in good repair, colour changes to walls or floors to relevant areas, so as to assist the poor or partially sighted	Constant & ongoing	All signage is regularly checked daily & Fire Evacuation information is updated as and when required,
Ensure that there is a safe pedestrian walkway marked Out in your car parks.	Deliveries are only permitted during designated times only i.e. when there is no pupil movement, this is controlled by the main office by electronic access through gates. Staff parking is only permitted in the designated parking area at the rear of the School, with its own Entrance /Exit	There is a Risk assessment in place regarding the movement of vehicles throughout the School day	Constant & ongoing	Regular reviews of these systems & procedures set up for any improvements or updates required to enhance the highlighted areas.

Improving Access to written information	Review range of written information provided to pupils	Research alternative formats Explore audio and larger text formats Develop web-based materials	On-going	Portal development plan.
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Evaluation of the Accessibility Plan

All sections of the Accessibility Plan are regularly evaluated by the SEND team and line managers (curriculum and pastoral) and updated by the SENCo. Changes in legislation and LA recommendations are incorporated into the policy, by the SENCo, as and when they occur.

Revised by SENCo, S Starling, November 2018.
To be approved at the Main Governing Body Meeting November 2018
To be reviewed by the SENCo in September 2019.