

Giving young people hope and future



# **ACCESSIBILITY POLICY**

## **NEWBURY SCHOOL**

## **Legislation**

Equality Act 2010: Schedule 10, Paragraph 3

Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005

## **Introduction**

At Newbury School, we have created an inclusive community in which each person is respected and recognised as of equal value.

We aim to ensure that everyone remains safe and stays healthy, whilst at the same time enjoys and achieves and makes a positive contribution to the wellbeing of the school community.

We are committed to the care and well-being of all students so that they may work and learn in a safe, secure environment. In all aspects of the school, the stakeholders (management board, staff, students, parents and the wider community) are committed to working together to ensure that the school community remains true to the equal value principle underpinning its policies.

Through a series of inter-related policies and procedural guidelines we support disability equality in all aspects of school life for students, staff and visitors. All new policies and protocols are carefully examined to ensure access and equality in diversity.

## **Aims**

The aims of this policy is to show how Newbury School intends, over time, to increase the accessibility of our school for disabled pupils. Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools.

The policy must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

## **Equal Value Principle**

Everyone at Newbury School has equal value. The policy of equality, of 'opportunity in diversity', is based on the principle of respect for the individual.

The school is an integrated whole, inclusive of the students with physical or sensory impairments, communication, learning, social, emotional or behavioural difficulties. It addresses each person's unique, intellectual, physical, spiritual, emotional or social needs.

All members of the school community work together to create an atmosphere in which each member can grow and flourish regardless of gender, colour, ethnic origin, nationality, age, socio-economic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction.

Positive interpersonal relationships are fostered in a climate of high expectations and respect for individual achievement. Every area of school life reflects this attention to individual needs and rights, as all school policies are founded on these basic principles, which are embodied in the school aims and values.

Students have full and open access to a broad and balanced curriculum and to a range of extra-curricular experiences. Detailed attention is given to resourcing and the development of an appropriate environment to meet the needs of individual students and groups within the school community. The language used in the school community, spoken or written, fosters a positive attitude to each person whatever her/his race, class, colour, creed, sex, sexuality, age or ability.

The Disability Equality Duty (2006) requires schools to be proactive in promoting disability equality and eliminating discrimination, having regard to Part 5A of the Disability Discrimination Act 1995.

This has now been superseded by The Equality Act of 2010.

Newbury School continues to develop its ability to provide an inclusive, accessible environment for students, staff, parents and members of the local community. It aims to meet the five outcomes of the Children Act (2004) and has regard to the general duty to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes to people with disabilities
- encourage the participation of people with disabilities

Regularly updated action plans ensure that improvements are appropriately prioritised.

## **Role of Key Personnel**

### **Management Board**

The Management Board monitor and review the SEND policy and the Accessibility Policy on a regular basis, which must be at least annually. They ensure the School's inclusion of students with disabilities meets all aspects of the law.

### **The School Leadership Team**

The Headteacher and other members of the School Leadership Team ensure that all policies, practices, protocols and provision have regard to the Disability Equality Duty and the Equality Act of 2010, which extends protection from discrimination to people with what

are termed, ' protected characteristics' in almost every area of life.

The Headteacher is responsible for ensuring the implementation of all policies and the full development of a strong ethos of inclusion, within all aspects of the life of the school.

All Staff

It is the duty of all staff and everyone working in the school to implement the policies and continue to develop inclusive practices.

### Complaints

Parents and staff have access to the school's Complaints Procedures. Students may go through their key workers or School Leadership Team.

### **Definition of Disability**

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

### **What will the Accessibility plan do?**

1. The Accessibility Plan is structured to complement and support the school's Equality and Diversity Policy and the SEN Policy, both of which can be accessed via our website.
2. Newbury School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
3. The Newbury School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to
  - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
  - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
  - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

5. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy,
- Equality and Diversity Policy
- Health & Safety Policy,
- SEND Policy
- School Improvement Plan

6. The Accessibility Plan will be published on the school website.

7. The Accessibility Plan will be monitored through Governing Body committees and reported to the Full Governing Body

8. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

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NEXT REVIEW DATE	APRIL 2024
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