



Accessibility Policy

Reviewed by:	Sarah Grove, School Principal
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Approved by:	Tracey Storey, CEO

This policy is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. This policy also acknowledges the responsibilities outlined in The Children and Families Act 2014 and the SEN and Disability Code of Practice (0-25 years), ensuring that children and young people with SEN or disabilities receive appropriate support.

Definition (Equality Act 2010)

"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" Physical or mental impairment includes sensory impairments and hidden impairments. In the Disability Discrimination Act '**substantial**' means '**more than minor or trivial.**' '**long-term**' means **has lasted or is likely to last more than 12 months.**

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes, or epilepsy, **where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial, and long-term.** All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of learners are therefore included in the definition.

This policy also considers responsibilities imposed on Melrose Education or our school when referring to The Children and Families Act 2014 - children and young people with special educational needs (SEN), disabled children and young people, and the SEN and Disability Code of Practice 0 –25 years.

Normal Day-To-Day Activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing, or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger
- Learning and/or cognition
- Emotional well-being

The Accessibility Policy

This is structured to complement and support our school's equality and inclusion objectives and will similarly be published on our website. We are committed to providing an environment that enables full curriculum access that values and includes all learners, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

We are committed to providing an inclusive learning environment that enables full curriculum access, valuing and including all learners, 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 regarding disability and to reinforcing our culture of inclusion, support, and awareness within the school.

However, our school is on 3 floors with no lift, and we are unable to accommodate learners, staff, and visitors who have mobility issues requiring a lift to access all areas of the school. Short-term adaptations to the use of the ground floor can be made for short-term issues, such as a broken leg or a meeting with a wheelchair user.

Our School's Commitment is to:

Increase access to the **curriculum** for learners with a disability, with the aim that learners with a disability are as equally prepared for life as are our learners who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and

learning and the wider curriculum of each school such as participation in after-school clubs, leisure and cultural activities or school visits.

On successful referral of SEN learners to one of our schools, each school support team will consult and plan for all areas of the educational health plan, ensuring, where possible, effective integration into the curriculum and school.

To improve access to the **physical environment**, we are committed to ensuring school premises are fully accessible, with appropriate adaptations such as all new building works to ensure all on the same level and accessible toilets including adding specialist facilities, as necessary. This includes improvements to the physical environment of the school site and physical aids to access education within a reasonable timeframe.

We will ensure we offer alternative formats for educational materials, to support **communication**, such as large print, audio, and digital versions. This includes the provision of specialist or **auxiliary aids and equipment**, which may assist these learners in accessing the curriculum. We will ensure we provide differentiated instruction and assistive technology to accommodate diverse learning needs.

We will deliver **staff training** to ensure awareness and responsiveness to accessibility needs.

Each of our schools are in continual development to ensure that accessibility for all learners, regardless of their educational, physical, or emotional status, is accommodated to the best of each school's ability.

We will continue to improve our frameworks that actively support **inclusion**, such as reasonable adjustments and special educational provisions.

If a school cannot meet the learner's needs, the team will work with strategic partners to ensure that positive pathways are identified.