

Accessibility Plan

(Revised September 2017)

1. Purpose of this Policy

At Darton College we are committed to ensuring equality of opportunity for all.

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

We believe that diversity is a strength, which should be respected and celebrated by all those who learn in, work in, and visit our community.

2. The Disability Equality Duty (DED)

Definition of Disability

The Disability Discrimination Act of 1995 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The Special Educational Needs and Disability Act (SENDA) 2001 extended the Disability Discrimination Act (DDA) of 1995 to cover education. Since September 2002 the school's Governing Body has had three key duties towards disabled learners under Part 4 of the DDA, which are:

- Not to treat disabled learners less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils to ensure that they are not at a substantial disadvantage, and
- To plan to increase access to the physical environment, the curriculum and written information.

The Disability Discrimination Act of 2005 has extended the definition of disability to include people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with attention deficit hyperactivity disorder (ADHD), autistic spectrum disorder, Down's Syndrome and hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anemia and human immunodeficiency virus (HIV) are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included. If a person has been disabled in the past (for example, those who have recovered from cancer, or people with a history of mental illness), then they are still covered by the legislation for the rest of their life.

3. The Duty

The Disability Discrimination Act (DDA) of 2005 places a general duty on schools, requiring them to have due regard to the following when carrying out their functions as employers, as providers of education and associated services and as providers of services to the wider community:

- Promoting equality of opportunity between disabled persons and other persons
- Eliminating discrimination that is unlawful under the DDA
- Eliminating harassment of disabled persons that is related to their disability
- Promoting positive attitudes towards disabled persons
- Encouraging participation in public life by disabled persons
- Taking steps to take account of disabled persons disabilities even where that involves treating disabled persons more favourably than their non-disabled peers

This general duty is also known as the Disability Equality Duty (DED). A specific duty under the 2005 legislation requires all schools to produce a Disability Equality Scheme and an associated action plan covering a three year cycle.

4. Unlawful Discrimination

Darton College will ensure that discrimination is avoided in:

- the selection, appointment and promotion arrangements for staff;
- staff conditions of service;
- staff training;
- the arrangements for determining student admission;
- the terms on which admission is offered;
- refusing or deliberately omitting to accept an admission application;
- provision of education or associated services (including educational visits, extra-curricular activities and youth service activities);
- exclusions;

5. Learners

Darton College fully supports the vision of Barnsley Children's Services namely:

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.
- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

Every effort will be made to ensure that 'reasonable adjustments' are made to accommodate disabled learners and young people, while bearing in mind the interests of other learners and young people. The College is required to make under the terms of SENDA 2001;

- Improvements in access to the curriculum for disabled pupils and young people;
- Physical improvements to increase access to education and associated services (e.g. extra-curricular activities);
- Improvements in the provision of information in a range of formats for disabled pupils and young people
- There is an additional requirement for schools to explore whether or not pupils with behavioural issues may or may not have an underlying disability leading to this. For example, the following can be underlying reasons for poor behaviour; mental illness, mental health problems, learning difficulties, dyslexia, diabetes, epilepsy.
- The school will take into account all these requirements when considering the inclusion and treatment of disabled pupils in the school.

(N.B. Behaviour difficulties arising from social or domestic circumstances are not covered by the Act).

6. Pupils - Education and Associated Services

The College will examine each individual case to determine the best adjustments that can be made to accommodate every individual's needs.

The College aims to fulfill the requirements of the legislation to make 'reasonable adjustments' for learners and young people with disabilities, to enable them to have access as far as is reasonably practicable to the school premises, facilities, curriculum and associated services.

All relevant information is recorded on the individual's record (staff or learner).

A review will be held at least annually as part of the annual Performance Management programme in the case of staff, or as part of the whole school review process and the annual special needs review in the case of learners.

Risk assessments will be carried out on behalf of disabled staff, pupils and visitors on an annual basis, and as circumstances change.

These risk assessments will be the responsibility of;

- the line manager in the case of a new member of staff
- the Head of Year with the Special Educational Needs Co-ordinator (SENCO) or delegated staff member as appropriate for pupils
- the member of staff that the visitor has come to see/working with.

7. Action on Transfer into the School

At transfer to Darton College, additional liaison time is allocated for disabled learners and their families to ensure that the learner's educational needs and the college's requirements are fully understood by staff, parents/carers, and learner, and to ensure that there is a smooth transition.

8. Achievements of Disabled Learners

Records are kept of all learners' achievements including those with Special Educational Needs (SEN) and/or a disability. Any individual feedback from learners, parents or carers regarding specific actions are recorded on the learner's file. Achievements of all learners are valued at Darton College whether they are of an academic, social or spiritual value (see Appendix D).

9. Educational Opportunities available to Disabled Learners

- Alternative provision to access all areas of curriculum teaching will be put in place if a learner is physically unable to go to class.
- We will endeavour to ensure that all learners have equal access to educational visits/trips.
- All learners have the right to attend all trips and residential visits. This will be achieved through careful consultation with parents/carers, planning, funding and adequate manning of visits.
- In all teaching and learning activities a full range of teaching and learning styles will be employed to ensure that no learner is excluded from learning.
- Additional careers guidance will be offered in order that the disabled learner has the same

opportunity to access careers advice.

- We will also refer to specialist Children's Services Careers advisors where the learner has additional needs.
- Access arrangements will allow equal access to examinations, so that learners can fulfil their potential.
- Learners will be entered for the level of examination which is appropriate for their level of ability.

10. Sensory Support for Pupils

- The College will make provision to enable learners with sensory support needs to access the full curriculum, for instance by providing documents in alternative formats, and by considering classroom seating and accommodation arrangements.

11. Parents with Disabilities

- The College will meet the needs of parents and carers with disabilities wherever possible, for instance by providing documentation in alternative formats if requested.
- Parents' Evenings will be held in the Atrium and Lecture Theatre. Access to all floors is also possible and parents are provided with the lift code on all parents' evenings. Access to the stage is also possible by means of an electric ramp.

12. Involvement of people with additional needs in developing the policy

As we look to develop the Disability Equality Policy, we will continue to consult with:

- The parents/carers of disabled learners who would like to come to Darton College, to identify particular needs and to ensure that, where possible, these are met;
- The learners themselves to ensure that all of their needs are being met;
- Barnsley Council in order to ensure that as facilities are developed they meet the requirements of the Disability Discrimination Act;
- The Health and Safety Executive in order to ensure that any modification of the buildings does not contravene legislation to protect any learners, staff, or visitors to the college.

We will continue to use these mechanisms for consultation in the future but will also seek to widen the spectrum of those consulted, specifically:

- Through encouraging disabled pupils to have representation on the School Council.
- Through setting up a focus group to collect and collate the views of disabled members of our community.

13. Recruitment, Development and Retention of Disabled Employees

Recruitment of Staff

The school follows Barnsley Council procedures in the recruitment of teaching and support staff to ensure equality of opportunity.

The application form used specifically requests disclosure of disability, information which is then recorded within college on appointment. This is used to inform suitable provision for the successful applicant.

Development of staff

The school will analyse the information in respect of disabled staff:

- in teaching, teaching support, administrative support and site support roles;
- at all levels of seniority in the school;
- as permanent or temporary members of staff, full-time or part-time or casual staff;
- in training and professional development opportunities
- in disciplinary and capability procedures;
- in harassment and bullying procedures;
- as contract staff for example: contract cleaners and agency supply teachers;
- among those who take sick leave
- among those leaving the profession early

The development needs of disabled staff will be discussed with the member of staff on a request; often these discussions occur on an informal basis, but these can be formalised on request.

Wherever possible the timetable will be adjusted to reflect the needs of disabled members of staff. Other appropriate adjustments may be made as agreed between the member of staff, their Line Manager and the Senior Leadership Team.

The school values the wellbeing of all members of staff. Darton College can access the support and services from the Occupational Health services for all members of staff at the College.

Support will be provided to enable disabled staff to return to work or continue in service and will also be analysed at annual review.

Retention of staff

Each member of staff leaving college will be invited to complete an exit survey evaluating the extent to which the college has met their needs and whether it is a disabled friendly place to work which encourages diversity in its workplace.

We will continue to collate data and evidence and to liaise with the Local Authority around the collection of information to ensure that policies and practices meet the legal responsibilities of the Disability Equality Duty.

14. School Facility Lettings

Darton College makes facilities and resources available on a lettings basis to all members of the community. There is a managed system of hiring facilities and only buildings with 100% DDA access are available to hirers.

15. Contractors and Procurement

Contractors and procurements from Barnsley Council's approved lists are covered by the County Council's Disability Equality Scheme.

16. Discrimination in Admissions

The Governing Body ensures that disabled learners are not discriminated against:

- through the criteria determined for admission to the school, or
- by refusing an application from a disabled person for admission to the school, based on their disability

17. Off-site Activities

Darton College will ensure as far as reasonably practicable that learners and staff with disabilities are given access to off-site activities organised by the college. This responsibility lies with the member of staff responsible for Educational Visits.

18. Eliminating Harassment and Bullying

Darton College strives to achieve a positive, encouraging atmosphere conducive to nurturing positive attitudes towards all people with disability of any sort.

Should incidents of bullying/harassment occur they will be dealt with in line with the sanctions set out in the Behaviour Policy.

Details of bullying incidents are recorded and categorised as being racist, sexist, homophobic or based on a student's additional needs.

The Governing Body will take positive action against any employees, learner or other person (visitors/volunteers) who are involved in the harassment of another employee, learner or other person. All members of the college community i.e. employees, learners or others have a duty not to harass others on the ground of their disability (or any other grounds recognized by the law), and to report instances of harassment to the Principal (or in the case of harassment by the Principal, to the Chair of the Governing Body).

19. Membership of the Governing Body

All nominations received to become a member of the Governing Body of Darton College are treated equally. Disabled representatives are welcome and proceedings are made accessible. Parent Governors are available to parents and their contact details may be obtained from the Clerk to the Governors.

20. Liaison with Parents

The governors will make available to parents/carers information relating to:

- the Accessibility Policy;
- how the college helps pupils with disability gain access to the curriculum; what the college does to ensure fair treatment for disabled pupils.

Darton College will continue to ensure close liaison with families of all learners with disability through the provision of designated staff e.g. SENCO, Assistant Principal for Behaviour and Safety, appropriate Learning Support Assistants, Heads of Year & Form Tutors).

Wherever possible, information for home will be provided in different formats if requested.

21. Training

Appropriate training for staff, learners and young people to further understanding and implementation of the DDA and SENDA will be provided. Staff working with learners with individual needs will have access to suitable and relevant training as necessary.

22. Responsibilities

Governing Body Responsibilities

The Governing Body ensuring that disabled people are not treated less favourably in the following aspects as relevant:

- accessibility to the premises and facilities;
- accessibility to the curriculum;
- accessibility of associated educational services;
- training of staff and the education of pupils

The Governing Body will:

- oversee the implementation of all the school's policies and practices including
- the area of Disability, Equality and Inclusion;
- review what reasonable adjustments are being made and could be made;
- consider the school's Accessibility Policy; and
- review the Policy annually.

The Governing Body is also responsible for the appointment of a SENCO link governor. The link governor covers SEN provision, and has additional responsibilities in overseeing the implementation, review & monitoring and future development of this Policy.

Principal Responsibilities

The Principal will:

- along with the Governing Body ensure the implementation of the Scheme
- report progress as required to the Governing Body
- ensure that the Accessibility Plan has been reviewed periodically and updated annually, or as necessary, and report progress to the governing body;
- ensure that regular liaison with parents/carers of pupils with additional needs takes place.

Senior Leadership Team Responsibilities

The Senior Leadership Team will positively promote and implement the policy and support specific staff with responsibility for various aspects of the policy.

SENCO Responsibilities

- To provide access to regular relevant training opportunities & updates
- To include DDA issues in the induction programme
- Undertake SEN annual reviews and reporting, in addition to on-going and regular monitoring

Staff with responsibilities (e.g. Heads of Department/Year)

- Implementation of the policy / scheme and reporting, recording as appropriate.
- Staff development within their area

Teaching and Support Staff Responsibilities

- Familiarity with the policy / scheme and assist in its implementation
- Undertake training as relevant

Expectations of Pupils

- To treat disabled people as favourably as others, and to and apply the College code of conduct at all times.

23. Accessibility Policy

Our Accessibility Plan follows the local authority's guidelines and aims to:

- increase the extent to which disabled learners can participate in the school curriculum;
- improve the physical environment of the college in order to enable disabled learners to take advantage of education and associated services;
- enable disabled staff to have reasonable access to premises and facilities that they need for their contracted duties;
- ensure that as far as is reasonably practicable the needs of disabled visitors to the site are taken into account.

24. Impact Assessment

The Assistant Principal (Behaviour & Safety) is responsible for monitoring the impact of the policy and Accessibility Plan, and reporting to the Governors on an annual basis.

24. Reviewing/Monitoring

The policy will be reviewed and monitored by the School Leadership Team and Governors annually.

Policy Dated: October 2016

Signed by Principal: _____ Ms Kate Davies

Signed by Chair of Governors: _____ Mr Roger Holmes

Review date: October 2017

Appendix A: Key Legislation

- Disability Discrimination Act 1995,
- Disability Discrimination Act 2005
- Special Educational Needs and Disability Act 2001

Appendix B: Associated Policies and other documents

- Fischer Family Trust data
- Procedure for Complaints
- RAISEonline Full Report
- Special Educational Needs Policy
- Teaching and Learning Policy

Appendix C: Parental Points of Contact

- The first point of contact is the learner's **Form Tutor and/or the SENCO**.
- Consultation may continue through the **Pastoral Team and the Head of Year**, and then with the **Assistant Principal (Behaviour & Safety)**