

# Accessibility Policy 2021-22

Kindness



Innovation



Passion



Imagination



Collaboration



thomas  
fairchild  
community  
school

# Excellence For All

## Our Vision & Values



KINDNESS



INNOVATION



PASSION



IMAGINATION



COLLABORATION

## Our Commitment to Staff



Foster and develop the highest standards of teaching through high quality professional development



Nurture and secure leadership talent to lead the future



Recognise and reward the commitment of all staff

Create and maintain a mutually supportive, collaborative and caring environment for all

Establish well-being and health as essential contributions to effectiveness at work.

## Our Strategic Priorities



Enrich the curriculum to maximise opportunities for children to develop their talents and interests.



Enhance teaching and learning through ongoing professional development and continuous support.



Create a culture of care and stimulate curiosity. Build an environment of independence and collaboration for all pupils.



Build strong and flexible leadership structures.



Use high quality and innovative approaches to teaching to promote progress and engagement.



## Introduction

At Thomas Fairchild we are committed to promoting the welfare of children and young people. All staff have a duty of care to provide an environment where children feel safe and secure and all staff consider the best interests of the child so that all pupils regardless of disabilities or learning needs, have equal access to the school at all times. Staff work in partnership with parents/carers to provide a continuity of care and have a high awareness of child protection and safeguarding policies. This policy covers the following:

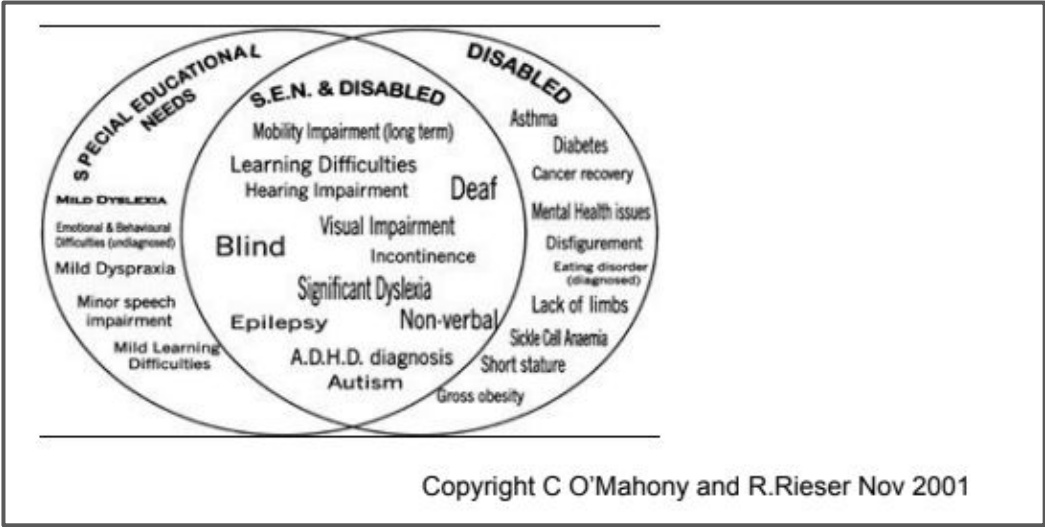
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# 1 - Overview

## 1.1 - Definition

The Equality Act 2010 defines a disabled person as someone who has:  
‘A physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day-to-day activities.’ ‘Long term’ means at least 12 months. ‘Substantial’ means ‘more than minor or trivial.’ This definition covers pupils with physical (including sensory), intellectual or mental impairments. The definition has some overlap with the definition of ‘Special Educational Needs’ (SEN) in the Children and Families Act (2014), but not all pupils are disabled by their SEN and vice versa. It is for this reason that the definition is broad and includes children with a medical diagnosis or a Health Care Plan including diabetes, epilepsy, incontinent pupils or a progressive condition such as Muscular Dystrophy. The definition may also include those with a learning disability such as severe dyslexia, ADHD, Tourette’s syndrome or those with sensory impairments. It is important that staff are aware that, although a pupil, parent, carer or staff member may be considered to have a disability according to the definition, they may not consider themselves disabled. A whole school approach to inclusion is the most effective way of meeting the needs of all pupils. This diagram shows the overlap between Special Educational Needs and Disability:



## 1.2 - Legislation

This policy is written under the requirements of the SEND Code of Practice (2014, updated May 2015) (‘the Code’) and Schedule 10 of the Equality Act (2010) (‘the Act’) and it sets out the School’s strategy relating to improving access for disabled pupils, including those with learning difficulties. It draws upon the DfE guidance The Equality Act 2010 and schools (2014).

## 1.3 Supporting Policies

This policy has been developed in conjunction with the following government guidance:

- Equality Act (2010)
- Working together to Safeguard Children (2018)
- Keeping children safe in Education (KCSIE) (2021)

This policy has also been developed in conjunction with and should be read alongside the following school policies:

- [The Equalities Policy](#)
- [The Health and Safety Policy](#)
- [Positive Handling Policy](#)
- [The Safeguarding Policy](#)
- [THE SEND Policy](#)
- [Supporting Pupils with Medical Conditions Policy](#)
- [The Health and Safety](#), Fire Safety, and Security Policies

## 1.4 - Aims of the Policy

This policy sets out the procedures for increasing the extent to which disabled pupils (including those with special educational needs) can participate in the School's curriculum and engage with the school environment. This policy deals with how we adapt the physical environment of the school, including improvements to the physical environment of the school and physical aids to access education.

**The aim of this policy is to:**

- Provide clear guidance and support to all staff.
- Ensure that all staff provide a consistent approach to accessibility and 'reasonable adjustments'.
- To inform parents/ carers of specific guidelines and procedures regarding their child's care needs.
- To reassure parents that their child is cared for and safe in school.

## 1.5 - Responsibilities

All staff have a responsibility to promote the welfare of all children, respect their individual needs and protect their right to equal opportunities. All staff have a duty of care to ensure the safety and wellbeing of children and ensure that they are familiar with government guidance regarding safeguarding. Thomas Fairchild Community School is committed to ensuring that any staff responsible for intimate care have been recruited in line with Safer Recruitment procedures. All staff have a responsibility to ensure that a disabled person is not treated less favourably than someone else for a reason relating to the person's disability. All staff have a duty of care to make a reasonable adjustment when a disabled pupil is placed, or is likely to be placed, at a substantial disadvantage in comparison with a person who is not disabled (also see the School's Equal Opportunities <sup>5</sup> Policy and the Reasonable Adjustments section below).

## **2. The Protection of Children**

### **2.1 - Safeguarding**

All staff must have up-to-date safeguarding training. Identified staff should also receive training for very specific accessibility considerations including but not limited to manual handling training, evacuation chair protocols and where appropriate intimate care procedures. All adults carrying out manual handling tasks or intimate care will be employees of the school and enhanced DBS checks will be in place to ensure the safety of the children. Students on work placement, voluntary staff or other parents working at the school will **not** be permitted to lead any of the procedures listed above. Only adults stated in risk assessments and Health and Safety documentation will be permitted to carry out specific intimate care duties.

### **2.2 - The Equality Act 2010**

Ensuring its definition is delivered in our school. “It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity”. Underpinning our approach to Accessibility is the Equality Act, which protects children from discrimination based on gender, race and disability. The following rights enshrined in the act have informed our writing of this guidance:

- Every child has the right to be safe, to personal privacy, to be valued as an individual and to be treated with dignity and respect.
- Every child has the right to be involved and consulted in their own ‘Reasonable Adjustments’ to the best of their abilities.
- Every child has the right to express their views on their own ‘Reasonable Adjustments’ and to have such views taken into account.
- Every child has the right to have levels of intimate care that are as consistent as possible.

### **2.3 - Our Commitment**

The school and its staff are committed to offering a high-quality education to all children in the community in line with the requirements of The Equality Act 2010. We will consult with the school community to identify barriers to inclusion and establish short term and long term targets to accessibility. This school promotes inclusion and will take all reasonable steps to ensure that children with a disability or SEN are not discriminated against or treated less favourably than other pupils. The school will work in partnership with the family and other agencies in the best interest of the pupil and to maximise educational opportunity.

## **2.3 - Our Commitment (continued)**

- We are committed to continuing staff training to enable them to be effective in the education of young people with disabilities and /or Special Educational Needs.
- We will prioritise sufficient resources to support the actions identified in this plan.
- We will continue to improve all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the School.
- We will increase the extent to which disabled pupils can participate in the school curriculum.

The Equality Act 2010 builds on existing responsibilities to ensure pupils, parents, carers and staff are consulted by the school to ensure people with a disability do not experience discrimination. Barriers to inclusion will be identified by the school and reasonable adjustments made to provide equality of opportunity for all. We will promote disability equality.

## **2.4 - Partnership with Parents**

Parents have a responsibility to advise the school of any identified disabilities relating to their child. All families share known medical details in the form of Health Care Plans or consultation reports with medical professionals when their child joins the school as part of the induction process.

Pupils who require 'Reasonable Adjustments' have individual risk assessments written, the terms of which are agreed upon by staff, parents/carers and any other professionals actively involved, such as school nurses or physiotherapists. The plan is reviewed as necessary, but at least annually, and at any time of change of circumstances, e.g. for residential trips or staff changes (where the staff member concerned is providing care for which training must have been undergone). Staff have a responsibility to keep parents and carers informed on a daily basis.

## **2.5 Working with External Professionals**

The Inclusion Leader can be contacted by parents with any queries or concerns. The Inclusion Leader will share the assess, plan, do, review cycle as outlined in the [SEND Policy](#). Where appropriate and with consent from parents and carers, the School will collaborate with External Professionals (e.g. medical practitioners and Educational Psychologists) and make necessary referrals to the most appropriate services. Pupils can be referred to Hackney services if they have a GP located in Hackney. Pupils with a GP located out of Hackney will be supported to access the services in other boroughs.

Health Care Plans and individual documents are written in conjunction with external professionals and signposted to in the relevant policies and risk assessments. These are reviewed and revised as necessary to adapt to the emerging needs of disabled pupils.

### **3. Reasonable Adjustments**

#### **3.1- The ‘Reasonable Adjustments’ commitment**

Our obligation to making ‘Reasonable Adjustments’ pertains to our duty ‘to take such steps as it is reasonable to have to take to provide auxiliary aids ... where a disabled person would, but for the provision of the auxiliary aids, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled. In some cases this may include changes to physical features.’ Reasonable Adjustments’ are specific to the individual, their needs and the context.

#### **3.2 - Additional Aids**

Professional reports will indicate whether an individual needs to make use of auxiliary aids. There is no legal no legal definition as to what constitutes an auxiliary aid. As such examples may include adaptive keyboards, AAC devices and the software required to run these programmes. There is no generic definition of what constitutes a ‘reasonable adjustment’; the key test is reasonableness, which will always specific to the pupil and context.

#### **3.3 - Health and Safety**

The nominated Medical Leader will organise and oversee the administration of any medicines required for a disabled pupil. This happens within the framework laid out by their Health Care Plan written by school nurses in collaboration with parents and carers.

The School’s health and safety procedures, including the procedures for evacuation of disabled pupils in the event of an emergency (Personal Emergency Evacuation Plans (PEEPs)), are written in conjunction with external professionals and signposted to in the relevant policies and risk assessments. These are reviewed and revised as necessary to adapt to the emerging needs of disabled pupils.

### **4 - The Provision:**

#### **4.1 - Goals and Targets**

Our provision ensures that all pupils, no matter their educational barrier or disabilities, learn alongside their peers. All staff take into account the potential barriers to learning and, where necessary, teachers ensure that the environment and planning supports individuals or groups of pupils to participate as fully and effectively as possible in the curriculum and assessment activities. Staff will take specialist aids and equipment, time allocated for tasks and the deployment of staff into consideration.

## **5 - The Curriculum**

### **5.1 - Access to the Curriculum: Goals and Targets**

When planning, teachers will continue to set high expectations and provide opportunities for all pupils to succeed no matter their educational barrier or disability. Teachers will plan teaching and learning opportunities which ensure all pupils can take part in lessons fully and effectively. As part of this, all staff will establish an inclusive learning environment whereby all pupils feel safe to and empowered to participate. Teachers ensure all pupils have the means to contribute and this message is reinforced by all contributions to learning being acknowledged and valued.

To facilitate this, we will:

- Continue to develop and enhance knowledge of responsibilities under The Equality Act 2010.
- Continue to develop confidence and knowledge for staff in delivering the curriculum to disabled pupils.
- Enhance access to and participation in National Curriculum and wider curriculum for disabled pupils and those with Special Educational Needs through effective provision management and consultation.

### **5.2 - Access to the Curriculum: Strategy and Implementation**

As set out in the The Equality Act 2010, staff will have specific training to ensure they can meet the needs of those they work with. Training will be delivered by school THLT/Inclusion Leader or external services accredited to do so. Refresher training for all staff will take place annually. In view of the significant areas of need, our priority is to enhance the knowledge and confidence amongst staff on approaches to teaching pupils with SEND. As such, the Inclusion leader and members of the Senior Leadership Team will develop a training programme. This will be designed in conjunction with the external professionals and the latest research. This training will be delivered by Inclusion Leader or Specialist Teachers during INSET and after school twilight sessions.

The Inclusion Leader will liaise with the Inclusion Team/Hackney Education to develop their repertoire of skills. They will attend the SENCO Forums and engage training to evolve the school offer.

Parents and pupils will be consulted on identifying Disability/Health needs and the Inclusion Leader and Hackney Education are responsible for provision mapping system including an audit of projected needs for pupils with SEN/disabilities and other vulnerable groups. Provision mapping and monitoring procedure to be embedded in the school monitoring cycle and planned for in the school calendar.

### **5.3 - Access to the Curriculum: Resources**

The Inclusion Leader is responsible for provision mapping for pupils with SEN /disability. To complete this the Inclusion Leader works in collaboration with Senior Leaders, Subject Leaders, Class teachers and External professionals. Where necessary, training will be provided to equip staff with the skills they need to design and implement resources. Resource will be sourced by the Inclusion Leader and the relevant Curriculum Leaders and will meet budget criteria.

Personal additional aids, which are used as part of their daily life (e.g. a wheelchair, a hearing aid or equipment to aid vision) will be provided by the services and family. Resource required to ensure the physical environment in situ is accessible will be resourced by the school following consultations with the Inclusion leader/Senior Leadership Team, the Head Teacher, the Executive Head and the Business Manager.

### **5.4 - Access to the Curriculum: Monitoring and Evaluation**

Progress towards meeting the goals and targets will be monitored:

- Through Annual Reviews
- Through Termly MET meetings and PARs
- Through termly meetings of the governing body's SEN and Link Governor
- As part of the school self-evaluation process
- By feedback from staff, parents/carers and disabled pupils
- Audits conducted by the Business Manager

## **6 - Physical Accessibility**

### **6.1 - Physical Accessibility: Goals and Targets**

Our provision ensures that all pupils, no matter their educational barrier or disabilities, learn alongside their peers. All staff are committed to reducing the physical barriers to inclusion. We work with Hackney Education to increase accessibility based on the internal school audit of physical access commissioned. Following consultations with pupils, parents/carers, staff and external professionals, we address future modification promptly and to a high standard in keeping with other policies in order to reduce barriers to access.

### **6.2 - Physical Accessibility: Strategy and Implementation**

Our provision is accessible to those who access the setting on a daily basis and to those who are visiting. This is facilitated through the use of:

- Explicit signage
- External access (e.g for visually impaired people)
- Accessible routes to all floors
- Accessible fire routes

In addition, we ensure that:

- All common facilities accessible to all children
- All staff are aware of, and able to use, SEN software and resources
- All school trips and school journeys are accessible to all
- The PE Curriculum is regularly reviewed and resources to make accessible to all
- Disabled children participate equally in after school and lunch time activities
- Staff have taken disability equality training.

### **6.3 - Physical Accessibility: Resources**

The school will provide materials through its responsive maintenance and capital resources budgets to fund accessibility projects. Links with business will be developed to part-fund some of the materials. Be aware of funding streams available for grants to help develop strategies.

### **6.4 - Physical Accessibility: Monitoring and Evaluation**

Progress towards meeting the goals and targets will be monitored:

- Through termly meetings of the Senior Leadership Team and Inclusion Leader
- As part of the school self-evaluation process.
- Through meetings with Hackney Education as part of their Accessibility Strategy.
- By feedback from staff, parents/carers, staff and disabled pupils.
- Audits conducted by the Business Manager.

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