



Disability Policy including Accessibility Action Plan

Rationale

Edgbaston High School (EHS) is committed to securing equality of opportunity through the creation of an environment in which individuals are treated on the sole basis of their relative merits and abilities. This commitment is shared by pupils, parents, staff and governors. We value the diversity of our school community and appreciate the contribution that all with special educational needs and/or disabilities (SEND) can bring to school life.

We oppose all forms of unlawful or unfair discrimination on the grounds of disability and aim to ensure equal treatment for everyone in all aspects of school life. Bullying on the basis of protected characteristics is taken very seriously. EHS applies the definition of disability as provided by the Disability Discrimination Act 1995 and the SEND and Disability Act 2001, as outlined in the Equality Act 2010. In addition, the school has regard for the SEND code of practice (2015) and conduct themselves in line with the Children and Families Act 2014. The school works in line with GDPR Rules and the Data Protection Act 2018.

Reference to disabled people includes disabled children, young people or adults as pupils, employees, governors, parents and carers and other members of the wider community who might use the school premises for leisure or other activities.

Definitions

“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.” The Equality Act 2010

- According to the Equality Act 2010 guidance issued by GOV.UK, to satisfy the definition in the Act, the disability must have lasted at least 12 months, or be likely to last at least 12 months, or be likely to last for the rest of the person’s lifetime (if less than 12 months). The Act also covers people whose condition may involve periods of remission. Although the impairment may no longer have an adverse effect, it will still be deemed to have that effect if it is “likely to recur”.
- The phrase “normal day-to-day activities” means those activities that are “normal” for most people in their everyday lives, such as walking, driving, using a telephone, reading a book and forming social relationships.
- Substantial means more than minor or trivial.
- The School does not have to make adjustments for certain conditions that are expressly excluded from the legal definition of ‘disability’: a tendency to set fire, steal, physical or sexual abuse of other persons, exhibitionism and voyeurism. The exception to this is where a tendency to physical abuse is part of a disability (eg, an autistic child who lashes out at care staff). Such a pupil has the usual degree of protection afforded by the Equality Act, namely the school must make reasonable adjustments to avoid putting them at a substantial disadvantage, eg, adjustments to the Behaviour Policy and to avoid the behaviours arising (eg, de-escalation strategies, supervision, staff training).

Linked policies:

Admissions Policy
Special Educational Needs Policy
Risk Assessment Policy
Complaints Policy
Equal Opportunity Policy
Access Arrangements Policy

Objectives

- To provide all-round education for each pupil in its care.
- To respect the rights of those disabled pupils we admit, and to provide equal access to the curriculum, extra-curricular and other services.
- To value equally and encourage each of our pupils.
- To foster a positive attitude towards disability within our community.

Success Criteria

- Pupils' diverse needs are met and valued within our community.
- Potential barriers to learning and assessment for individuals and groups of pupils are overcome.
- All are able to participate in the school's curriculum and co-curricular activities to a level appropriate to their abilities.

Methodology**1. Implementation**

The school is academically selective and welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The governors and staff are firmly committed to inclusivity and to giving every child the best possible start in life. Treating every child as an individual is important and the school will make reasonable adjustments and provide appropriate access arrangements for pupils upon application. Pupils with physical disabilities are welcome. Pupils, whose Special Educational Needs and Disability (SEND) and learning difficulties are suited to the curriculum, are also welcome provided that the Academic Support Department can provide them with the help and support that they require, through implementation of reasonable adjustments.

The school's selection policy is described in its Admissions Policy. Applications from all who have the ability and aptitude to access an academic curriculum are welcome. However, parents of children with SEND or learning difficulties are advised to discuss their child's requirements with the school before they sit the entrance examination so that adequate provision and reasonable adjustments can be made for them on the day. The school reserves the right to make a decision based on their ability to provide for the pupil's needs, best interests and their impact on the wider community. Parents are asked to provide a copy of a medical report or educational psychologist's report to support their request, for example, for large print material, extra time, use of laptops or other access arrangements.

Each pupil with SEND requires special consideration of their individual needs. If appropriate, adjustments need to be put in place; they will be discussed thoroughly with parents and their appropriate professionals such as medical advisers and educational psychologists, including adjustments that can reasonably be made to the curricular and co-curricular activities before their child becomes a pupil at the school.

The school recognises that social, emotional and mental health difficulties can present barriers to learning and that these can be associated with some disabilities. Mental illness or learning difficulties can cause behavioural issues. The school aims to work together with families and professionals to overcome or minimise these, and their impact on learning as far as is possible.

The school has SENDCo support in all areas of the school. Some disabled pupils may also require specialist support from the learning support department. This would normally be discussed with parents before their child enters the school. Pupils with identified or suspected special educational needs will be assessed at their parents' expense by a specialist so that the areas that require support can be identified. Specialist one-to-one support and help with study skills are offered outside the normal curriculum. The school works closely with the child and their parents to help them overcome the barriers that their needs present. The school recognises the importance of communicating closely with parents with regards to learning assessments for their child/children and related targets for improvement.

Pupils with EHCPs from their local authorities who are suited to the school's educational offer are welcome. If a pupil with an EHCP requires their dedicated carer in school, for example, to assist with personal care, writing, etc this can be accommodated provided that the carer has an enhanced DBS check arranged by the school and complies with the safeguarding regulations in force at the time. The school would require a carer to sign a written agreement undertaking to comply with the school's safeguarding policies and to attend the safeguarding induction briefing that is given to all new members of staff before working unsupervised on site.

A pupil's dedicated carer is not a school employee and the pupil's parents would be asked to provide the school with a written undertaking indemnifying it from any legal responsibility or cost connected with the provision of their services to their child.

Parents of current and prospective pupils with disabilities can obtain copies of the school's accessibility plan from the school (**appendix 1**). This shows the ways in which the Governing Body plans to make the school more accessible to disabled pupils, disabled parents and visitors. The school has an active monitoring policy and will make reasonable adjustments taking into account an individual pupil's needs, within the constraints imposed by its buildings and scattered site. Facilities for wheel-chair users and hearing loops are being introduced progressively as the buildings are upgraded and are included in any new build.

Depending upon need children can use laptop computers in class, and can be given large print or documents printed on coloured paper if required.

Menus can be devised to cater for special dietary requirements.

The school considers what it can do to ensure that a disabled pupil is not placed at a substantial disadvantage. The following factors are taken into account in considering whether an adjustment would be 'reasonable':

- the effect of the disability on the pupil,
- whether the step would overcome the substantial disadvantage,
- the need to maintain academic, musical, sporting and other standards; the need to participate in the school curriculum, including its breadth',
- the financial resources available,
- the cost of taking a particular step,
- the extent to which it is practicable to do so,
- the extent to which support will be provided via an EHCP,
- health and safety requirements,
- the interests of other pupils.

The School has a medical team who oversee the day to day care of our pupils and we have a well-resourced medical room. The school has a medical advisor who is available for support and guidance as required.

All teaching staff are given regular annual training on working with SEND by the SENDCo. This training focuses on helping each child to reach their maximum potential and the appropriate adjustments (such as large print or using coloured paper) needed to give full access to the curriculum and facilities of the school to the greatest extent possible. Appropriate staff inset will be provided on a regular basis to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision.

The school trains its teachers to differentiate within the curriculum and to take into account pupils' learning difficulties (as well as the needs of more able, gifted and talented pupils). The SENDCo liaises with the teaching staff about the most appropriate means of meeting the needs of pupils with SEND and learning difficulties. The SENDCo has an important role in ensuring consistency of approach by all teachers in providing, for example, access to learning materials that are easier to read and understand, or extra time in examinations

The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the progress of other pupils, nor their health or welfare. Laboratories, workshops and sports facilities are areas of potential risk.

Access arrangements for individual pupils will be applied for, and implemented, in public examinations. Such arrangements will also be used, when appropriate, in internal school examinations.

The school takes pride in its well-developed system of pastoral care for social interaction amongst pupils. All pupils are taught that victimisation and bullying is prohibited and will not be tolerated. The school's objective is to ensure that a pupil with SEND, or any other protected characteristic, does not suffer less favourable treatment as a result of discrimination. Pupils are taught through the curriculum and other activities the importance of respecting each other and behaving towards each other with courtesy and consideration. The school's behaviour policies/school rules make clear the seriousness of bullying, victimisation and harassment in all its pernicious forms, including racial, religious, cultural, sexual, sexist, gender-related, sexual orientated homophobic, disabled and cyber, in causing serious psychological damage and even suicide. Considerable teacher time is expended in preventing bullying, victimisation and harassment and in dealing with it when it occurs. Pupils are taught about the effects of bullying and that the school provides support for victims, as well as perpetrators, as appropriate.

All pupils understand that the school has a zero tolerance policy on bullying and that bullies can expect strong sanctions to be applied to them.

We promote the importance of using language that does not offend amongst both our staff and our pupils and ensure that, wherever possible, positive examples of disability are portrayed in teaching materials. The school will give consideration and support to the requirements of any pupil or member of staff in terms of mental health concerns.

The School will continue to provide equal access to all activities for disabled pupils, within the constraints of the physical nature of the site, the budgetary costs, the Health and Safety implications and difficulties of supervision. Individual risk assessment and management strategies will be provided for disabled pupils during the school day and when engaged in school trips or visits.

The site covers a wide area with many buildings of more than one storey, on an overall site that is undulating. Like other schools, EHS has subject areas with designated classrooms. This requires pupils to move around the site, necessitating the use of steps or stairs in buildings to access classrooms. There are currently two lifts for passenger use available at the front and rear of the senior school which provide access to all teaching levels (without recourse to stair/step usage). The ground floor is externally accessed by a permanent ramp. With regard to the Preparatory School, access is available via the playground or via the lift near the

Ceramics Studio, supplemented by mobile ramps when necessary, a lift is available within the preparatory school to enable access to the upper floor. Where access is impeded by stairs/steps the school has an electronic stair walker available for use. Disabled lavatory provision is available in the Senior and Preparatory Schools.

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. It should be recognised that whilst the school is addressing many issues resulting from the existing school topography, some issues may only be mitigated, at best, as they involve major alterations at prohibitive cost.

All reasonable adjustments will be made to accommodate employees with disabilities, existing and developing.

2. Monitoring

Implementation of the policy is monitored via Pastoral and WSLT meetings.

In order to implement reasonable adjustments, the school endeavours to:

- plan ahead,
- identify potential barriers,
- work collaboratively with disabled pupils and their parents, and involved professionals,
- identify practical solutions through a problem solving approach,
- ensure staff have the necessary skills through inset training and individual training as appropriate,
- monitor the effects of adjustments,
- recognise the importance of home-school partnership and look to parents to inform the school at the earliest opportunity if they or their child has a disability,
- consider the effect of any proposed change upon all members of the school community and the available resources,
- consideration use of auxillary aids where possible.

There is no standard definition of an auxiliary aid or service. Examples include:

- pieces of equipment,
- extra staff assistance,
- note-taking,
- induction loops,
- audio-visual fire alarms,
- readers,
- assistance with guiding.

Whilst aware of the responsibility of the school to make reasonable adjustments, the school can only act on information given by parents in advance of the Entrance Examination and once the pupil has joined the school the co-operation of parents is sought in seeking expert advice where required. The SENDCo, other pastoral staff, tutors teaching [and medical staff] who are involved with their child are always happy to discuss any parental concerns. A member of staff will always ask to see a parent if they felt that an adjustment to the curriculum or individual education plan followed by their child might be in their best interests, or if there was a specific concern.

Evaluation

The Deputy Head is responsible for reviewing this policy and ensuring that, as legislation changes with regard to this area, the policy is accurate.

The Facilities Manager and Headmistress are responsible for reviewing the progress of the three-year accessibility plan at least annually to identify progress towards improving accessibility.

Review

This policy will be reviewed every three years unless there is a change in legislation. The policy may also be reviewed earlier after a complaint made to the school. The school naturally hopes that a parent will not feel that they have cause to complain but its complaints policy is published on the website and available from the school office for any parent who wishes to use it. Additionally, all parents of children with SEND have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their child has been discriminated against.

Signed by the Headmistress: CAMacru

Approved by School Council

Approved by Council: Date.....

Date: 9/2/22

Review Date: January 2024

**Accessibility Action Plan
2021-2024**

Area	Objective	Responsibility	Timescale	Implementation/Actions	Review
Curriculum	To update all documentation on a regular cycle to ensure that it does not discriminate against disabled pupils.	WSLT, HoD, SENDCOs, Subject Co-ordinators	Yearly and Biennially	Policy review on a regular annual/biennial basis or when policy changes. Policy in practice review with HoDs. Adaptations made, if possible, and in line with our policy for pupils with disability. Training key personnel.	
	To actively ensure teaching materials portray positive examples of disability.	WSLT, HoD, SENDCOs, Subject Co-ordinators	Spring 2022 2022 termly	Books purchased in Prep, Pre-Prep and EYFS on the subject of inclusivity and equality. Curriculum Review with regards to EDI. Included in book trawl review.	
	To audit the needs of prospective pupils.	Admissions Department, Heads of Year Head of Prep	Yearly As and when Spring 2022	Visits to see pupils in their schools by Year 7 tutors, Head of Year, Assistant Head of Year, SENDCO or nurse. In Prep discussion with parents at the PAV. Admission Form to be reviewed and updated.	
	To continue to train teachers and teaching assistants as required for pupils who have SEN or are EAL	SENDCO	weekly Spring 2022 yearly	Individual liaison in Prep. Regular updates provided at staff meetings and Inset sessions. Training to include use of language so that staff and pupils avoid non-prejudiced language. Form sent by SENDCO to staff to audit strengths and ascertain training needs. Annual review of what is required for training.	

	To ensure that the co-curricular programme is accessible to all pupils. - I.e. the climbing wall style events.	Heads of Year / Head of PE / Director of Co-Curriculum. Hods, SENDCO	As and when	Consideration of individual pupil needs (prior planning) before activity to ensure accessibility for all. Timely planning for adaptations and reasonable adjustments. Use pupil voice and LA if required. Ensure a good balance between physical and other activities.	
	To review and further develop use of technology, and best practice / lessons learnt from remote teaching, to support accessibility	Director of Digital Strategy, IT Department, SENDCO.	Termly Regular meetings 2021 onwards Sep 2023	Pupil voice questionnaires during and post learning episodes to establish successes and areas for development. SENDCo involvement with students to identify changes in learning needs. Consistent availability of resources and lesson content for all students post lessons. Liaison with other schools to share best practice.	
Information	To ensure all staff are aware of disabled children and their requirements	SENDCOs, HoYs, Head of Prep	Weekly Yearly or more depending on need As and when	Written information, regular briefings. Staff Inset – External Speakers and training and opportunity to meet to discuss good practice, things that help etc. isams profiles used to disseminate information.	
	To ensure understanding of how the new Management Information System should be used to access information about pupils with a disability and develop its use for the enhancement of the educational experience of pupils	SENDCOs	By Aug 2022	isams profile. Develop use of isams to collate / disseminate information from staff – email function.	
	Extra / targeted support provided on the basis of need (including EAL)	ALL	As and when	This support may be one to one, small groups or requirements such as, enlarged	

			SENCOs / Pastoral Team	As and when 2020 onwards Spring 2022	texts, laptops etc in place. Specialist help sought, where required. Understand possibility of communication issues with EAL and use LA for translators. Use of EAL teacher to assist pupils. Audit of what languages students speak at home.	
	To conduct an accessibility evaluation audit	HEAD		Autumn 2023	External person to assess our accessibility provision with fresh eyes.	
Pastoral	To ensure that a disabled pupil has the pastoral support required to enable her to make the most of the opportunities available	Pastoral Deputies		As and when	Risk assessments for school visits and residential trips.	
	To ensure that all dietary needs are catered for where at all possible.	Catering Manager		On admission to the school or if an allergy develops	Menus displayed prominently with colour coded key for different allergens. Spoons and tongues similarly colour coded. Catering Manager meets with parents and pupils with dietary needs to discuss how to accommodate them. Prep pastoral deputy / form staff liaise with parents who make contact regarding dietary concerns	
	To promote Mental Health Awareness through the school	Pastoral Deputies Counsellor		Sep 2021 Autumn 2021 Spring 2022 Ongoing	Senior School Nurse trained as a counsellor. Prep Pastoral Prefects – assembly to promote positive mental health. #HelloYellow 'Rise' programme – appropriate elements to be shared / demonstrated to staff and pupils Worry boxes around the department for pupils to raise concerns privately	

			weekly	The following address mental health. PSHEE. Mindfulness. Whole school Assemblies. Year group assemblies. Pupil review questionnaire. Early help. Student Forums	
	To ensure that all school visits, including overseas visits are accessible to all pupils.	Trip Leader Director of Co-curriculum	As and when. Biennially. As and when	Liaise with Director of Co-Curricular EVC Policy review. Research and Detailed Proposal and accompanying risk assessment (inclusion) undertaken and proposal evaluated by LMB / CAM. Additional adult in Prep accompanies any pupil with additional needs on school trips	
	To ensure that future outdoor play equipment is accessible	Head of Prep / Facilities Manager / Head	Discussed when proposed As and when	Discussion when quotes sought about accessibility of play equipment.	
Improving Physical Access to the School	To investigate the possibility of permanent disabled access through the Antehall entrance to the Senior School	Facilities Manager	Autumn 2023	External auditor to help with the assessment and involvement of contractors.	
	To provide a personal risk assessment on exit during a fire for each disabled pupil / staff.	Fire Officer and H&S officer & Head of Prep	As required	Consider a visual as well as auditory fire alarm. Assess what visual / accessible signage is needed in Prep / Westbourne.	

	To provide specialist equipment as required for disabled pupils/staff. e.g Hearing Loop in the Octagon	Head and Facilities Manager	Autumn 2023	External auditor to help with the assessment of what equipment is needed.	
	Review current wheelchair access to the school	Facilities Manager	Autumn 2023	Prep School – via the lift near the Blue stairs Westbourne – Purchase Portable ramp Senior School – via lift near blue stairs or ramp and lift in main reception	
	Access to field	Facilities Manager and Head	Autumn 2022	Disabled pupils would be driven to the playing field. Investigate possibility of removing step from playground to the path to allow access to the field from the school.	
	Consider minibus provision for disabled pupils.	Facilities Manager	Autumn 2022	Consider when purchasing new minibus whether to buy one that can be used to transport a disabled pupil, should the need arise.	
	All new doors to be accessible for wheelchair users	Facilities Manager	As and When	Ensure plans include this.	
	Consideration of location of toilet facilities.	Facilities Manager, Head of Prep, Deputy Head Pastoral.	Complete Sep 2023 Nov 2021	Relabelled toilets as “Student Toilets” to accommodate all genders. Toilets on each floor (Secondary School – main building) Provision is under review across whole school. Audit to be undertaken in Prep.	