

Glebelands School Accessibility Policy

The Equality Act 2010 requires public bodies, including schools, to actively promote disability equality. Our school must have due regard for the need to eliminate unlawful discrimination and promote equal opportunities for disabled people.

Definition of Disability

The Equality Act 2010 describes a disability as:

“A physical or mental impairment which has a substantial and long term adverse effect upon their ability to carry out normal day to day activities”

Impairments include sensory impairments, such as those affecting sight or hearing. People who have a disability are protected even if they no longer have a disability. Mental illnesses that are clinically well recognised are included, for example, medically recognised ADHD is considered a disability under the The Equality Act 2010.

Glebelands is committed to providing premises that are suitable and sufficient for educational purposes and to give access to a broad and balanced curriculum for all pupils, irrespective of special needs or disabilities.

The Governing Body supports the principles and aims of the LEA's Access Strategy for Schools and will work jointly with the LEA to implement agreed objectives to meet the targets for improving access in to our school.

Our school site presents a number of difficulties for physical access. Some buildings are located over more than one level. Enhanced physical access is facilitated by ramps and handrails where possible; however, there are still areas of the school that cannot be reached. Nevertheless, substantial improvements can be considered, the aims of which can be summarised as:

- To improve the physical access for students and adults with disabilities.
- To increase the extent to which students with disabilities can participate fully in the curriculum and additional activities
- To address the diverse learning needs of students with respect to the learning environment and educational services.

Strategies

- Intervention - the plan for accessibility overlaps with activity in other areas of our schools that facilitates access to the curriculum for all our students including those with SEND needs.
- Curriculum - we actively promote positive attitudes to all individuals regardless of any protected characteristic which they may have.

- Inspections - regular inspections of the premises are in place, which include consideration of any matters that are detrimental to health and safety. This will include any accessibility deterioration.
- Building Works – when building work and developments of the school site are undertaken, accessibility will always be considered and any developments must be fully accessible for students and adults with physical disability or sensory impairment in line with all relevant building legislation and building regulations.
- Anticipation - consultation is in place with our feeder schools to ensure that individual students with particular needs are identified sufficiently early to enable actions, as far as they can be, to be put in place. This could include class location planning to minimise/eliminate limitations that accessibility restraints might otherwise cause.
- Planning - any new buildings would be constructed to facilitate easy access for all.

Physical Planning

Wherever possible, we will endeavour to ensure that all stairs, doors and corridors will have sufficient wheelchair access whilst taking into consideration the limitations placed upon the school site.

Stairs

Access to some areas of the school have access limited by stairs also in some areas the installation of lifts is not feasible. In these situations we will attempt to allocate curriculum resources and rooms which shall facilitate easy access for all.

Equipment

The school will obtain the appropriate equipment needed e.g. furniture, wherever possible.

Health and Safety

The school is assessed termly by the Governors Premises Group and designated Health and Safety officer who will report their findings to the governing body.

Monitoring and Review

To be undertaken by the Finance, Premises and Policy Committee.

Reviewed by Governors May 2020

Next Review date: May 2022