



1. Principles

The Equalities Act 2010 and the Disability Equality Scheme require schools and local authorities to actively promote the quality of opportunity for disabled people. The DDA requires schools:

- Not to treat disabled students less favourably
- To make reasonable adjustments to ensure that disabled students are not at a substantial disadvantage.
- To draw up a plan to show how, they will increase access to education for disabled students (School Accessibility Plan).

2. Practice

Four sets of duties provide the statutory framework under-pinning equality of opportunity for disabled students:

- The disability discrimination duties
- The planning duties; and
- The special educational needs (SEN) duties
- Children & Family Bill 2014

Disability Discrimination Duties state that it is unlawful for schools to discriminate against disabled students. A school discriminates if:

- It treats a disabled student or prospective student less favourably than another for a reason related to their disability.
- It fails to take reasonable steps to avoid placing disabled students at a substantial disadvantage. This duty is often known as 'the reasonable adjustment duty'.

This policy sets out the proposals of our school to increase access to education for pupils who are disabled in the three areas required by the planning duties of the Equality Act:

1. Increasing the extent to which pupils who are disabled can participate in the school curriculum;
2. Improving the environment of the school so pupils who are disabled can take greater advantage of education and associated services;
3. Improving the delivery of the curriculum to pupils who are disabled.

Special Educational Needs duties provide support for children identified as having SEND. The Acts set out duties on local educational authorities and schools to:

- Identify,
- Assess; and
- Make additional or different provision available, e.g. equipment or human resources where necessary.

3. What defines 'reasonable adjustments'?

- In determining what is reasonable the school will have regard to:
- The financial resources available to the school

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- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments
- The extent to which aids and services will be provided via an Education Health Care Plan, or by provision paid for outside the school’s resources
- Health and Safety requirements
- The interests of other pupils
- The need to maintain academic, musical, sporting or other standards

4. Statement of Intent

Hele’s School is committed to resourcing, implementing, reviewing and revising the Disability Access Policy bi-annually. Regular disability Access Audits are undertaken as part of this process.

Our purpose is

- to be sensitive to the needs of every child
- to reduce barriers to learning in every area of school life
- to ensure the curriculum is accessible to every student
- to keep equality of opportunity enshrined in our practice
- to have regard to any Department for Education’s guidance as may be in force and amended from time to time

5. What constitutes a disability?

The Equality Act describes a person who is disabled as having *‘a physical or mental impairment which has a substantial and long-term¹ adverse effect on his or her ability to carry out normal day-to-day activities’*.

Physical impairment may cover mobility difficulties and sensory difficulties such as hearing and visual impairment, and medical conditions such as asthma, diabetes, epilepsy or HIV.

Mental impairment includes neurological deficits such as specific learning difficulties; autistic spectrum conditions (ASC), speech and language difficulties, mental health conditions and attention deficit hyperactivity disorder (ADHD).

6. Identifying the needs of pupils

Parents, carers and teachers collaborate to identify and provide for the needs of individual pupils, as outlined in pupil profiles, individual educational plans and EHC plans pastoral support plans. This process is by the Deputy Principal for Inclusion, SENCO and Head of House. The views and aspirations of pupils who are disabled, their families and designated professionals are an important part of our development planning and person-centred planning.

Parents will also be asked to provide copies of any professional reports e.g. Educational Psychologist’s report or professional reports from other agencies or a Statement of

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Educational Needs (if applicable). Early notification is of great value, as it will enable the school to consider whether reasonable adjustments need to be made for a disabled child during the admissions process and what reasonable adjustments, if any, can be made to support the child's future education.

At all times, Hele's School will take full account of:

- specific impairments
- pupil and parental views
- advice from teachers
- advice from other designated professionals

7. Responsibility

In order that Hele's School is fully compliant with the Equality Act, all staff are made aware of the duties towards children who are disabled and the 'reasonable adjustments' needed for particular children. These are outlined in Pupil Pen Portraits prepared by the school's SENCO. Pupil Pen Portraits include a photograph for easy identification.

8. Concerns or complaints

The School also recognizes that disabled pupils or those with special educational needs or learning difficulties may be at risk of being bullied. The School has an Anti-Bullying Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

9. Related Policies

Policies related to this strategy are:

- The SEN and Disability Policy
- Inclusion Statement
- Supporting children with medical needs policy
- A Framework for SEN and Inclusion: Map of Provision
- Disability Equality Scheme

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Hele's School Access Plan



Hele's School Physical Access Plan:

Year	Curriculum Area	Access Plan	Funding
1999-2000	Main Reception, Main Hall corridor (Humanities) Interview Room Disabled pupils toilet	Create disabled parking space, intercom to reception. Lower reception hatch, adapt doors for disabled use with vision panels. Create interview room with disabled access. Toilet created in West Quad	£12,000 from standards fund bid
2000-2001	Main Hall, Drama, Art, Chemistry, Biology, CDT, Gym, Music	Lift from Underpass to Main Hall Corridor, Lift into gym	£27,000 from standards fund.
2001-2002	Maths, Library, Languages Equipment for technology and science	Portable ramps, Lift and tilt tables, Lift and tilt work bench for CDT, Lifting cooking station, Computerised sewing machine,	£7400 from standards fund.
2002-2003	Food and Nutrition, Textiles, Physics	Lift* from Main hall Corridor to first floor	£30K
2004-2005	All areas Learning Support	Curriculum materials/adaptations to meet the need of specific pupils May be re housed or new built as part of expansion plan.	£15K
2005-2006	SSB Covered tennis Courts	Ramp to student support base Access and disabled parking	Funded from minor works
Access funding from LA no longer available from this point			
2006-2007	Student Services PE changing rooms	New build to improve access to pastoral services. DDA toilets and ramping to Room 77, new changing facilities	
2008 -2009	Access road north	Improved pedestrian access and safety to N site. DDA compliant toilet refurbishment for community use	Travel plan Minor Works budget
2010-11	Boy toilet refurbishment Technology industrial cookers	DDA compliant upgrade. Proposed Improvements to access to Food and Nutrition	From devolved capital.

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2011-12	All areas/main corridors	Colour-coordinated rails, painting to highlight the edges of steps. Contrast colour of paints	Devolved capital
2012-13	All curriculum areas	Purchase of writing slopes/laptop/lpad and voice recognition software. Swivel chair purchased plus 3 Support chairs situated in areas around the site Adaptation to curriculum materials needed	GAG funding
2013-14	All areas/main corridors First aid room New English classrooms	Refreshment of painting works carried out in 2011-12. Highlight edges of concrete steps in playground. Metal fire escape painted in yellow paint Contrasting paint around grey poles outside technology Adaptation to all curriculum resources and printed materials for specific students Provision of private room for medical needs and extended cover of First Aid provision DDA compliant	GAG funding
2014-15	All curriculum areas	Curriculum materials/adaptations to meet the need of specific pupils Including Impero software, e-reading books on laptop.	GAG funding
2015-16	New Sixth Form Centre Science girl's toilets All curriculum areas/corridors	DDA compliant DDA compliant Curriculum materials/adaptations to meet the need of specific pupils Including: Steps into all classrooms painted in yellow paint Pillars in quads and corridors have had black banding at two heights. Braille lessons and touch typing. Impero, Clicker 6 and Supernova software. Talking scales, large print jug, braille on ovens to support Hospitality and Catering. Movable ramps for room 18, 4 and Drama. Modification of disabled toilet including: Hoist, bed, rails, etc.	CIF funding CIF funding GAG funding GAG and LA funding

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2016-17	All curriculum areas	Curriculum materials/adaptations to meet the need of specific pupils	GAG funding
2017-18	All curriculum areas	Curriculum materials/adaptations to meet the need of specific pupils Including repainting steps into all classrooms and other external steps around the site. Braille signage has been put up in many curriculum areas. Probook laptop and case with Duxbury Braille translation software, Clicker 7 software and roller case.	GAG funding

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Comments:

- From September 2003 all curricular areas EXCEPT LEARNING SUPPORT had disabled physical access.
- Plan does not include curriculum access procurement which now forms part of the departmental process, and is documented within individual IEP's and PSP's help by student support.
- All new build must take the new Disability Act into account at the planning stage.

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