



Moor House School & College

Accessibility Policy

February 2018

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| This Policy Is To Be Read By: | All relevant Moor House School & College Staff |
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| Lead Manager: | Bursar |
| Responsible Committee: | Finance & HR Committee |
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SUMMARY

Moor House School & College (Moor House) is committed to a policy of equal opportunities for disabled employees and students and aims to create an environment that enables them to participate fully in the mainstream life of the school and college. This policy is linked to our Admissions Policy.

DETAILED POLICY

STATUTORY BASIS

Moor House recognises that the Equality Act 2010 (the "Act") makes it unlawful to:

- treat disabled persons less favourably for a reason relating to disability;
- fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage compared to their non-disabled peers.

PURPOSE AND DEFINITION

The purpose of this document is to establish a strategy by which the Moor House will ensure compliance with the provisions of the Act in respect of all employees and students who have a disability. 'Disability' is defined in the Act as follows:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities."

'Mental impairment' is intended to cover a wide range of conditions, including learning difficulties. 'Physical impairment' also has a broad remit and can include those pupils with mobility difficulties or sensory impairments, such as those affecting sight or hearing but specifically excludes visual impairment corrected by the use of spectacles. The aforementioned impairments are examples only and Moor HoUse acknowledges that a number of other conditions may constitute mental or physical impairments.

Students with an educational health care plan or statement of special educational needs may require specific support but this does not automatically mean that they are disabled pupils and not all disabled pupils have special education needs.

The Act places a general duty on governors to make Moor House premises accessible to those defined under the Act as having a 'disability'. The aim is to ensure that no individual is prevented from accessing the services offered by an educational establishment by reason of any 'disability' that they might have. The Act makes it clear that this does **not** imply that all parts of buildings must be physically accessible. Indeed, it makes it clear that the Act does not require that physical adaptations be made to buildings to meet the needs of particular individuals. Instead, it is a requirement that the service offered by an establishment must be offered to all. The Act specifies that a student should not be discriminated against by virtue of their 'disability'. Schools making 'reasonable adjustments' to their procedures and practices to ensure that no discrimination occurs can meet this duty. In reality, therefore, meeting the revised needs of the Act may include a variety of physical and management actions at Moor House.

THE PLANNING DUTY

Within this strategy, there is recognition of the need to address the three key strands to the planning duty arising from the Act.

1. Increasing the extent to which disabled pupils can participate in the Moor House's

curriculum.

2. Improving the **physical environment** for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services provided or offered by Moor House.
3. Improving the delivery to disabled pupils and their parents/ carers of **information** which is already provided, in writing, to pupils who are not disabled.

ACCESSIBILITY PLAN

Moor House will:

- review the ways in which our current arrangements might prevent or hinder disabled pupils from accessing education and all other aspects of life at Moor House;
- draw up short, medium and long-term priorities and devise strategies to address these priorities;
- resource accessibility plans adequately, recognising the costs of implementing the plan as legitimate expenditure to be incorporated into current and future budget commitments;
- set goals and targets against which to assess improvements, review the success of current plans and identify further improvements;
- consider the needs of parents and visitors with a disability;
- assess students before entry; and
- continue to assess students throughout their school life to ensure continued access to the curriculum.

Access to the Curriculum

We have a responsibility to provide a broad and balanced curriculum for all pupils and a key role in planning to increase access to the curriculum for disabled pupils. This covers not only teaching and learning but also the wider curriculum of Moor House such as participation in after school clubs, leisure, sporting and cultural activities or visits. This includes pupils with a physical disability, a learning disability and disabilities that have an impact on an individual's behaviour. It is possible that additional resources / equipment may be needed.

We will aim to identify and offer appropriate staff training to increase awareness of all disabilities issues and thereby ensure that the needs of individual pupils are met. We do not teach any foreign languages at Moor House.

Access to the Physical Environment

We will continue to consider what we can do to improve accessibility of the physical environment of Moor House within the resources available to us.

In order to meet the general planning duty to make our buildings more accessible, building and site improvements will be made in the context of improving accessibility to all, as and when we find it possible to do so. These might include:

- clear signs and appropriate lighting, handrails and safe storage;
- appropriate furniture;
- playground and classroom layouts;
- accessible toilet provision;
- when redecorating, consideration will be given to differentiating areas in Moor House by providing colour schemes and floor coverings that assist pupils with visual impairment to find their way around the building; e.g. contrasting colours between walls and floors, and walls and doors;
- improvements to the acoustic environment for pupils and visitors with hearing impairment e.g. sound fill systems; and
- free access around the grounds where possible for those in wheelchairs.

In addition to the above general provision, specific pupils may require individually tailored adaptations. Usually these adaptations are identified during pre-admission assessment.

Access to Information

We will consider how all information normally provided in a written format, including worksheets, timetables, newsletters, information about school events, trips and extra curricular provision can be made more accessible. We will, wherever possible, ensure that information is available in alternative formats e.g. tapes, CD, large print, email.

Plan of Action

As a part of the School Improvement Plan, we will seek to develop attitudes, procedures and resources to improve accessibility.