



KENILWORTH SCHOOL & SIXTH FORM

ACCESS & DISABILITY POLICY

MAY 2016

POLICY DETAILS

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INTRODUCTION

Kenilworth School & Sixth Form is fully committed to opposing all forms of discrimination whether direct or indirect which deprive individuals of their right to equal opportunity.

The above statement recognises that the school will respond to the Special Educational Needs and Disability Act of 2001 which demands that the School prepares an action plan to increase, over time, the accessibility of Kenilworth School at Leyes Lane and Sixth Form site to disabled pupils.

- Making available all Curriculum activities in which disabled pupils can participate.
- Improving the physical environment of Kenilworth School to increase the extent to which disabled pupils can take advantage of educational, sporting and after school activities.
- Improving the delivery to disabled pupils written, electronic or visual information that is provided to pupils who are not disabled.

1. AIMS OF THIS POLICY

- 1.1. To afford opportunity to employees and pupils who have a disability.
- 1.2. To ensure compliance with the ‘Special Educational Needs and Disability Act 2001’
- 1.3. To have regard to the guidance issued by the Disability Rights Commission ‘The Code of Practice for Schools’
- 1.4. To plan effectively for the inclusion of disabled pupils within the school thereby increasing the extent to which disabled pupils can participate in the educational, sporting and after school activities.

- 1.5. To plan for improvement of the physical environment of the school.
- 1.6. To plan for improving the delivery of information to disabled pupils.
- 1.7. To resource the planned changes to an appropriate level.

2. POLICY STATEMENT

Kenilworth School & Sixth Form will:

- 2.1. Maintain and drive a positive culture of anti-discrimination towards disabled people.
- 2.2. Train staff to understand the types of disabilities and how to deal with pupils and employees who have disabilities. Kenilworth School staff will not be expected, until adequately trained, to administer medication, to give basic nursing care or to deal with personal hygiene needs.
- 2.3. Adopt user-friendly procedures for the admission from parents of disabled children.
- 2.4. To fulfil our planning duty we are always reassessing and updating Kenilworth School's Accessibility Plan with the aim of increasing the accessibility of the School's curriculum and to improve the physical environment of the School and to improve access to information for our employees, pupils and prospective pupils.
- 2.5. Keep under review the Kenilworth School's Admission Policy, Equal Treatment and Anti-Bullying policies in line with SENDA.

3. DISABILITY

A disability is a 'physical or mental impairment which has a substantial, long-term, adverse effect on day-to-day activity' (Disability Discrimination Act 2005).

By way of further explanation:

- 3.1. Physical disability includes medical conditions for which a person needs to use a wheel-chair; cerebral palsy or brittle bones.
- 3.2. A mental impairment is a recognised mental illness which has been diagnosed, a severe learning difficulty or a psychiatric illness.
- 3.3. 'Long-term' means a period of 12 months or longer.
- 3.4. An 'adverse effect on day-to-day activity' means having a significant and material effect on the following: Mobility; manual dexterity; physical co-ordination; continence; ability to lift carry or move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn or understand; and perception of the risk of physical dangers.

Other disabilities which may amount to disability include:

- 3.5. Severe disfigurements, scarring conditions and birthmarks. (but not including tattoos or piercings).
- 3.6. Progressive conditions which will result in a substantial long-term adverse effect on day-to-day activity.
- 3.7. A controlled impairment, i.e. a person with a prosthesis, or a person with drug-controlled epilepsy or diabetes.

- 3.8. A history of impairment, for example a person who used to be disabled and has recovered, for example, a person with a mental illness.

Disability does include:

- 3.9. Hay fever sufferers.
- 3.10. A person with anti-social tendencies such as abusive behaviour.
- 3.11. A person diagnosed as HIV positive, until they exhibit physical symptoms or related conditions.
- 3.12. A person who has a behavioural difficulty, for a reason other than a disability, for example, arising from social or domestic circumstances.
- 3.13. A person who is addicted to nicotine, alcohol and other non-prescribed substances.

4. DISABILITY DISCRIMINATION

We will not treat a pupil or employee or a prospective pupil or employee less favourably on the grounds of disability without justification.

We will not knowingly discriminate against a person on the grounds of disability

- 4.1. In the arrangements for determining admission or employment procedures
- 4.2. In the terms on which a place at Kenilworth School is offered
- 4.3. By refusing or deliberately omitting to accept an application for admission or employment
- 4.4. In the provision of education and associated services
- 4.5. By excluding a person on the grounds of their disability.
- 4.6. By victimising a person with a disability.
- 4.7. By failing to take steps to ensure that disabled persons are not placed at a substantial disadvantage in comparison with non-disabled persons.

5. ADMISSION PROCEDURE FOR PUPILS

The School will be open to applications from any prospective pupil with a physical and/or mental impairment.

- 5.1. The registration or admission form will enable parents to give details of their child's disability.
- 5.2. The School will treat every application from a disabled pupil in a fair, open-minded way.
- 5.3. The School will, if appropriate, request from parents or previous School full details in the form of medical reports, educational psychologist reports and any other report which assesses the child's disability so that Kenilworth School can make an assessment of the adjustments that would be needed in order to provide adequately for the pupil's physical and educational needs.
- 5.4. The pupils will be included on the basis that all 'reasonable adjustments' have been made by the School in order to cater for the child's disability. (See definition below)

- 5.5. The School will make an annual assessment to establish whether further reasonable adjustments need to be made to the environment to enable and help the child to progress through the School.

6. EDUCATION AND ASSOCIATED SERVICES

Kenilworth School has an on-going duty to make reasonable adjustment in respect of the 'education and associated services provided'. This is a broad expression that covers all aspects of school life. The ranges of activities that are covered by the expression include:

- 6.1. The curriculum
- 6.2. Classroom organisation and timetabling
- 6.3. Access to school facilities
- 6.4. School sports
- 6.5. School policies
- 6.6. Breaks and lunchtimes; the serving of school meals
- 6.7. Assessment and examination arrangements
- 6.8. School discipline and sanctions
- 6.9. Exclusion procedures
- 6.10. School clubs, trips and other activities
- 6.11. Preparation of pupils for the next phase of education

7. REASONABLE ADJUSTMENTS FOR PUPILS

The School is legally required to make 'reasonable adjustments' in order to cater for a pupil's disability.

The School shall inform the Pupils and Parents/Carers of the reasonable adjustments that the School is legally required to make for that pupil, which may typically include:

- 7.1. Making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room
- 7.2. Providing examination papers in larger print for a child with a visual impairment
- 7.3. Rearranging the timetable to allow a pupil to attend a class in an accessible part of the building
- 7.4. Arranging a variety of accessible sports activities
- 7.5. Kenilworth School already provides a ground floor library with ICT facilities included
- 7.6. A Sports Hall and Astro turf pitch is accessible to wheelchairs
- 7.7. Upper and Lower School are serviced with lifts which access all floors in the main blocks
- 7.8. Auxiliary aids and services such as a loop for children with hearing aids; large LCD screen computers and disability trained classroom assistants
- 7.9. A full evacuation procedure for emergencies
- 7.10. Radio contact with pupils who have severe mobility disabilities to ensure their safety during the school day and for emergency evacuation

8. DISCLOSURE

Parents will be requested to provide Kenilworth School with copies of the child's latest medical report, educational psychologist's report and any other information regarding the child's disability.

9. ACCESSIBILITY PLANS

Kenilworth School & Sixth Form will endeavour to update and adjust the accessibility of all facilities and associated services. Any person wishing to contact the school can on request have their specific requirements considered and a written formulated plan produced.

The Accessibility plan will then include consideration of how the School proposes to:

- 9.1. Increase the extent to which disabled pupils can participate in the school's curriculum.
- 9.2. Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.
- 9.3. Improve the delivery of information to disabled pupils which is usually provided in writing to pupils who are not disabled.

The plan should be reviewed, ideally every year, to ensure that the Plan is up-to-date and covers all aspects of School life as determined under the Act.

APPENDIX – FURTHER DETAIL TO ACHIEVE THE AIMS

1. Kenilworth School & Sixth Form will draw up an action plan which outlines areas for consideration with regard to:
 - a. Staffing
 - b. Buildings
 - c. Fixtures and Fittings
 - d. Furniture and resources
 - e. Admissions
2. Reviewing the curriculum in all subject areas and activities to ensure that:
 - a. Lessons provide opportunities for all pupils to achieve at appropriate levels.
 - b. Lesson approaches are varied with regard to pupil activities and grouping.
 - c. Pupils have independent access to necessary equipment and skills required for its use.
 - d. Experiences provided for pupils involve as much sensory activity as possible.
 - e. Understanding is shown whilst maintaining high expectation and the highest possible levels of independence.
 - f. Involvement is encouraged and planned for in all subject related activities.
 - g. There is a close link between the provision of time, activity and expectation.
3. By ensuring that movement around the School is as easy as possible, taking into account the limitations of previous structures, through:
 - a. Planning the placement steps, stairways, curbs, paving, parking, entrance and exits.
 - b. Planning internal doors, toilets, washing facilities, lighting, heating, ventilation, lifts, surfaces, floor coverings etc.
 - c. Planning access to educational, sporting and recreational equipment.
 - d. Planning storage for any additional equipment, resources.
 - e. Planning the placement of furniture and equipment within teaching and other areas, e.g. dining room.
4. By ensuring that pupils have access to teaching and learning through the appropriate delivery of information, through:
 - a. Providing the particular staff with the appropriate training necessary to support the delivery of the curriculum.
 - b. Consulting parents and professionals to ascertain the nature of the disability and the level of operation of the individual.
 - c. Planning appropriately to meet the needs of the individual – long and short term.
 - d. Allowing sufficient time for the completion of an activity.
 - e. Presenting work in an appropriate format.
 - f. Planning for appropriate seating/lighting arrangements.