



**Reddish Hall  
School**

# Accessibility Policy

<b>Version</b>	<b>Date</b>	<b>Updated by</b>
1.1	September 2021	Veronica Duggan
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## **Rationale**

This policy supports the school to strive to promote a caring, structured learning environment in which all pupils can develop academically, socially and emotionally to their full potential and in which pupils and staff feel safe, secure and valued. As such the school seeks to:

- respond positively to the guidance in the DfEs document ‘Accessible Schools: Planning to increase access to schools for disabled pupils’ and,
- adhere to current legislation.

## **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002 (revised 2014:2010), the Proprietor has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils.

For the purposes of this policy the broad definition of ‘disability’ is taken from the DDA Act 1995 as follows:

*“a person should be deemed disabled if s/he has a physical or mental impairment that has substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities. These impairments include sensory impairments and learning difficulties and include certain medical conditions which may have a long-term and substantial effect on pupils’ lives.”*

All pupils at Reddish Hall School have an Education, Health and Care Plan (EHCP) which recognises their Social, Emotional and Mental Health challenges. They may also have associated learning difficulties of one type or another. Whilst these difficulties may not wholly represent those presented above in the definition of disability we believe that our pupils access needs should be considered with the same level of seriousness. In addition, staff and visitors to the school may have such difficulties and we would wish them to feel welcome to our school and to be able to access as much of it as possible.

## **Aims of the policy**

To meet our responsibilities under the DDA, the school will prepare and maintain an accessibility plan for increasing, over time, the accessibility of the school for disabled pupils and others. The plan will seek to:

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- increase and ensure the extent to which disabled pupils can participate in the school curriculum
- improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improve the delivery to disabled pupils of written information which is provided to pupils who are not disabled.

The school's accessibility plan will be available to interested parties on request at reasonable times.

## **Implementation**

### **Element 1: Increasing the extent to which disabled pupils can participate in the school curriculum**

The school recognises that the curriculum covers not only teaching and learning but the wider curriculum of the school, such as participation in leisure, sporting and cultural activities and school visits. Thus, curriculum access will be considered at a whole school level, as barriers to access of the curriculum can affect many different groups of pupils.

What follows are just some of the ways in which action can and will be taken:

- Teachers will plan their delivery of lessons in such a way as to ensure that they draw on the different strengths and aptitudes of pupils
- The use of a buddy system could be used to help new pupils integrate into the life of the school
- In class support from a school support worker and class teacher to ensure pupils are provided individual support and intervention when needed.

### **Element 2: Improving the physical environment of the school**

The school is comprised of 2 sites and 3 buildings.

The North Reddish site (Denstone and Lewis buildings) is a 1907 construction with Grade 2 listed status. Any changes to the fabric of the building must be submitted for approval to planning and conservation. The buildings at this site are both single storey premises with sufficiently wide door thresholds throughout and an accessible WC. The flooring throughout is conducive to wheelchair access and use.

The South Reddish located "Hive" is a vocational unit of more modern construction. This is a 2-Storey construction which includes 2 stairwells and one passenger lift. Accessible toilets are located on the ground and first floors. Door thresholds are sufficiently wide for wheelchair access. The lift is available and regularly serviced for use when required.

Flooring throughout is laminate or concrete.

There are no foreseeable improvements required at this time to either site.

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### **Element 3: Improving the delivery of information to disabled pupils**

The school will continually review practice to ensure that information presented to pupils is done so in such a way as to ensure full understanding. This may involve publishing documents such as the Pupil Handbook in different forms. For example, wholly written; re-written using language at different levels of readability; providing some information in pictorial form; offering pupils the opportunity to discuss the information on offer thus using a verbal rather than written approach.

### **Element 4: The accessibility plan**

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The school will develop and maintain an accessibility plan. The responsibility for the plan will rest with the senior management team. The general arrangement of the school has been implemented to be compliant with part M of the Building Regulations. All future site work will conform to DDA requirements. In this way the school will develop a continuous process of improvement in access.

### **Monitoring and evaluation**

The monitoring and evaluation of the plan will be the responsibility of the Senior Leadership Team. They may use a number of indicators to measure the success of the plan, including such things as:

- greater satisfaction being expressed by both pupils and their parents/carers
- evidence of the greater involvement of groups of pupils in the full life of the school
- improvements in staff confidence in teaching and supporting pupils
- improvements to the physical environment of the school
- information for pupils in a range of formats
- learning walks and observations

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