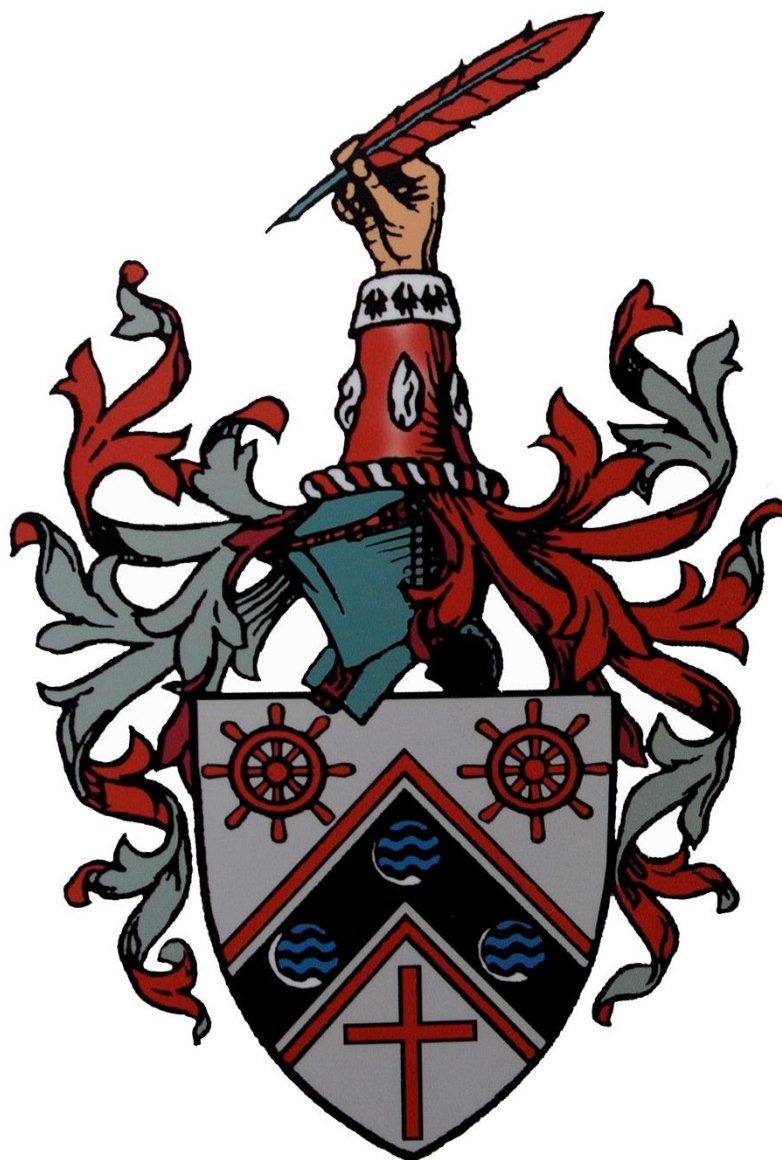


**SIR JOHN CASS'S FOUNDATION & RED COAT CofE
SECONDARY SCHOOL AND SIXTH FORM COLLEGE**



Disabled Access Policy

Committee Review: F&P

Ratified: Nov 2017

TBR: Nov 2020

SLT Responsible: I.Cameron

Disabled Access Policy

Aims

1. To ensure equal treatment and access for all pupils, including those with a disability;
2. to make reasonable adjustments for pupils who are disabled, so they are not put at a substantial disadvantage;
3. to draw up plans to show how, over time, we will increase access to education for pupils who are disabled.

Objectives:

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.

Policy rationale:

The Equality Act describes a person who is disabled as having 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'. This policy is designed to set out the long and short term arrangements the school will put in place in the event of disabled access being required to the school by a Student, Parent/Carer or Member of Staff. The school has taken into consideration the recommendations of the Disability Act 2010 when drawing up this policy.

In determining what is 'reasonable adjustments' the school will have regard to:

- The financial resources available to the school
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments for those with mental or physical disability including sight or hearing impairment.
- The extent to which support and services will be provided via a Statement of Educational Needs, or by provision paid for outside the school's resources
- Health and Safety requirements including lighting, signage and alarm systems
- The interests of other pupils

The School

The majority of the school teaching locations are within a five-storey tower block. The tower block is served by three stairwells and one central lift. In addition there are four separate teaching areas that have ground and first floor teaching areas. Three of these

areas have lift access, there is one teaching area, the ADT block, that is not served by a lift. The hall Gallery is used for Year assemblies, this part of the school has stair access but no ramps.

Access to other Teaching Areas above the Ground Floor.

There are two Art rooms and a Textiles room that can only be accessed by using the stairs. All of these rooms are on the first floor of the ADT block.

Short Term Mobility restricted/Disabled Access for Students.

In the short term students with a mobility disability or requiring additional mobility support would not have access to the first floor of the ADT block. We are able to manage the educational needs of these students by utilizing ground floor facilities in this teaching area. The school offers pupils with short to mid-term mobility issues the use of a lift pass. This pass is issued through the Headteacher on a weekly basis. It is expected that pupils will provide medical certification to support their request for a lift pass. This arrangement would apply if a student was experiencing a temporary loss of mobility eg. broken leg, recovery from operation etc.

Short Term Disabled Access for Staff.

A member of staff unable to gain access to teaching areas on the first floor of the ADT block would have to be moved to a temporary base on the ground floor and classes timetabled accordingly. A risk assessment to be completed.

Long Term Disabled Access to all Areas of the School.

The only area of the school without disabled access remains the first floor of the ADT block. The school will request the Diocesan surveyor to look into the feasibility of providing disabled access to the first floor of the ADT block, at present this means only three teaching rooms do not have disabled access.

PEEP (Personal Emergency Evacuation Policy)

A PEEP will be completed for any pupil/member of staff requiring specific assistance in a fire emergency. See appendix i

Implementation of policy:

Parents or guardians of children with disabilities or special educational needs are expected to notify the school of their nature at the point of registration. If these are not known at the time, the school should be notified as soon as they are recognised. Parents are requested to complete the Additional Needs Form when registering a place for their child at the School and include details of any special circumstances relating to their child's health, allergies, disabilities or learning difficulties or other

circumstances which may affect their child's performance in the admissions process and ability to fully participate in the education provided by the School.

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 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 at Sir John Cass Red Coat School to support the child's future education should an offer of a place be made.

As part of the admissions process, staff will meet with parents to discuss whether or not a prospective pupil will be able to access the curriculum and what reasonable adjustments, if any, can be made to facilitate this. In determining this, the school may request further information, such as a medical certificate or additional assessments, that the School considers necessary to make a fair assessment. If, after consultation, the school decides that it is unable to adequately cater for the needs of those children with disabilities, Sir John Cass Red Coat School will be unable to offer a place and parents will be informed why an offer cannot be made.

In order to ensure that the school provides effectively to meet the needs of disabled students and staff the school will:

When appropriate consult with disabled pupils, parents, staff and disability organisations.

Plan to make access improvements to enable disabled people to use its full range of facilities. Furthermore, the school will effectively communicate their availability to both pupils and staff.

Monitor the implementation and effectiveness of this policy on a regular basis.

Operate an accessible complaints procedure whereby disabled people can make improvement suggestions and request assistance.

The school recognises that some of its students, visitors and staff, whether disabled or otherwise, have individual needs when using the school and facilities. However, we also recognise that for some students, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the on-going commitment to the delivery of an inclusive educational service, we will endeavour to ensure that disabled students receive the same standards of education as non-disabled students.

Sir John Cass Red Coat School

PEEP (Personal Emergency Evacuation Plan)

To be completed by AHT for a pupil/student and line manager for a member of staff

PERSONAL EMERGENCY EVACUATION PLAN			
Name:			
Dept/Year group:			
AWARENESS OF PROCEDURE:			
is informed of a fire emergency/evacuation by (please tick)			
Existing alarm ()		Visual alarm ()	
		Other ()	
If other please give details			
DESIGNATED ASSISTANCE			
The following have been designated to give _____ assistance to evacuate the building in an emergency:			
Name:			
Contact details:			
Name:			
Contact details:			
METHOD OF ASSISTANCE (eg transport, method of guidance etc.)			
EQUIPMENT REQUIRED/PROVIDED (include means of communication)			
PERSONALISED EVACUATION PROCEDURE (step by step guide)			
1.			
2.			
3.			
4.			
Date of Review:			
Signed by AHT/Manager			Date
Signed by individual			Date
Signed by parent (if appropriate)			Date