



Special Educational Needs & Disabilities Policy

Accessibility Policy & Three-Year Accessibility Plan

Background

The Disability Discrimination Act (DDA) was amended by the SEN and Disability Act 2001, and the Equality Act 2010, to include Education. It specifies that schools must not treat children less favourably for a reason associated with their disability and must take reasonable steps to avoid putting them at a disadvantage.

All Provisions must also plan, over time, to increase access to all areas of life for learners with disabilities.

All educational providers are required to produce an Accessibility Plan for:

- Increasing the extent to which disabled learners can participate in the curriculum – this is whole school level, not just teaching and learning but after-hours clubs, leisure and sporting activities and educational Visits.
- Improving the physical environment to increase the extent to which disabled learners can take advantage of education and associated services.
- Improving the delivery of information to disabled learners, which is provided to learners who are not disabled - taking into account the views of learners and parents.

Information about the Accessibility Plan must be published in the Annual Report to parents. There is an overlap with EMLM's Special Educational Needs Policy. Special Educational provision is something additional to or otherwise different from normal provision. The Accessibility Plan goes beyond SEN/D. It aims to increase inclusion.

The EMLM Accessibility plan was devised in collaboration with staff, learners and parents.

There are two parts to the disability provisions in the legislation. The 'discrimination' part requires schools to take reasonable steps to prevent a child with a disability being at a disadvantage. These are day-to-day adjustments that must be taken now and Schools, Academies and other Provisions must ensure that no member of staff discriminates against a learner with a disability. The nature of reasonable adjustments are likely to be found in good practice. The second part, the planning, looks to improve access over time.

The aim to achieve steady planned progress, not to rebuild, re-equip or reorganise the Provision, within three years.

Once the plan has been published EMLM has a duty to implement it and allocate adequate resources to it.

Definitions of Disability

'A physical or mental impairment that has a substantial, long term, adverse effect on day-to-day activities.'

'Substantial' is defined as 'more than trivial' so the definition covers a large group of children and includes hidden disabilities such as dyslexia and other language and learning difficulties and some behaviour difficulties if, for example, they arise from recognised mental health difficulties such as ADHD. Some, but not all, of these children will have special educational needs.

The aims of the Act and its Code of Practice are to encourage Inclusion. This requires us to think of the barriers each area of disability may cause the individual and to take steps to remove these or reduce their impact.

The Act sets out areas of everyday activities that people with disabilities may have difficulties with. Our Plan will consider improving access for all these areas over time.

These are:

- Mobility
- Manual Dexterity
- Physical Co-ordination
- Continence
- Ability to lift, carry, or otherwise move everyday objects
- Speech, hearing, eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

10% of children nationally have some degree of dyslexia. 10% of children nationally have some degree of speech and language difficulty.

Arrangements being put in Place to Improve Disabled Access

The current EMLM site is compliant with building regulations in relation to disability and wheelchair use.

- All EMLM staff will support mobility needs directly around the provision.
- There are two emergency disabled points in the current building.
- Lifts provide access to all floors – (in TNG).
- Ramp access, exterior to building, also gives access to each floor (In TNG).
- Both sites have good wheelchair access throughout the building

Hearing-impaired learners:

- The site has hearing loop technology.
- These learners would have visits by external specialists as appropriate in order to monitor, assess their needs and provide advice.
- Learner Profile sheets would be provided for advice and guidance for all staff.
- ICT resources would be investigated and purchased in order to promote full inclusion as appropriate.

Visually-impaired learners:

- Both sites are well sign posted with clear signage for VI users.
- These learners would have visits by external specialists as appropriate in order to monitor, assess their needs and provide advice.
- Learner Profile sheets would be provided for advice and guidance for all staff.
- Assistive technology and modified resources would be investigated and purchased in order to promote full inclusion as appropriate.

Writing difficulties:

- Laptops provided for learners who struggle with writing legibly because of their SEN/D.
- Aids such as sloping desk for learners that have difficulty with pen/paper writing tasks.
- Scribes for those that have a temporary writing difficulty due to injury.

Specific and other learning difficulties:

- These learners would have visits by external specialists as appropriate in order to monitor, assess their needs and provide advice.
- Learner Profile sheets would be provided for advice and guidance for all staff in order to improve differentiation.
- ICT resources would be investigated and purchased in order to promote full inclusion as appropriate.

Access arrangements for Assessments:

Although exams are not undertaken at EMLM, Access Arrangements should refer to learners' usual way of working and should therefore be implemented for all appropriate tasks. The Education Lead ensures that learners who need access arrangements are assessed and that access arrangements implemented as appropriate.

How does the accessibility plan fit with our other plans?

In the first instance it will be a separate plan that is included in many aspects of most Academy policies and plans.

The accessibility plan will become an integral part of the Provision development. To facilitate this, we asked:

“How might our plans impact on learners with disabilities so we can prevent discrimination?”

The plan has been reviewed and we will be writing a new plan for the academic year at the end of the summer term to support this process EMLM will:

We will carry out annual audits to identify what is in place and where the gaps are.

- Identify some actions to be taken and write/update the Provision's Accessibility Plan.
- Set some targets for improvement.
- Consult staff, parents/carers and learners.
- Publicise the improvements being made.
- Implement actions and evaluate the impact on accessibility.

Aids and equipment

EMLM is not obliged to provide aids for individual's children under its duties to make reasonable adjustments for the child. These are intended to come through SEN framework either through Education Health and Care Plans or through personal learning plans. SEN Accessibility plans will include consideration of equipment to increase access to all aspects of life in the Provision.

Due to the transient nature of the provision some aids and equipment may not constitute reasonable adjustments but maybe considered as part of the Accessibility Action Plan over time.

Next date of review: January 2020