



Disability Access Policy

This Policy applies to Values Academy situated at 15 Key Hill Hockley Birmingham B18 5PB

Aim

It is the overall aim of Values Academy to do all that is reasonably possible to ensure that the school's facilities, services, culture, policies and procedures are made accessible to students, staff members and visitors who have disabilities, and to comply with our moral and legal responsibilities under the Equality Act (2010).

NB: A person is defined as having a disability if they have a physical or mental impairment, which has a "substantial and long-term adverse effect" on their ability to carry out normal day-to-day activity (Equality Act 2010).

Access to School

The school will make every reasonable adjustment in order to accommodate the needs of the Charity, students, parents/carers, visitors and members of staff who have disabilities.

There is access to disabled toilet facilities, the main recreation hall and playground.

Access between each floor is by stairwell only. Therefore any meetings / teaching will be taken safely on the ground floor of the building (see Reasonable Adjustments below).

Admissions

Parents/carers of prospective students must notify the school of any disabilities in advance of registration and must discuss with the school what adjustments could reasonably be made to accommodate their child. The school may request a full report from a doctor or educational psychologist to help determine whether it can properly fulfil its legal and moral responsibilities to the child and its contractual duties to the parents/carers.

In particular, the school will do all it reasonably can to ensure that the child can, with reasonable adjustments, access the curriculum, whether in the classroom or through other means. The school will accommodate the needs of disabled candidates during examinations and assessments and support any candidates who need access arrangements. The school also expects all of its students to participate in sports, music, drama, trips and expeditions as part of its ethos of inclusivity but must ensure that no student's education or safety is put at risk by the needs of another individual.

Existing Students

The school recognises that medical and psychological conditions can develop in existing students which may require adjustments to be made to the way in which the curriculum is delivered.

Parents/carers must, as soon as possible, disclose to the school in confidence any known medical condition, health problem or allergy affecting an existing student. Where

appropriate, the School Leader and School Principal shall set up a consultation process so that interim measures can be put in place to support the student, and that longer-term requirements may be determined. The school will, to the best of its ability, make such adjustments as are reasonably practicable to allow a student to continue their education at Values Academy.

Learning Difficulties

The school shall do all that is reasonably possible to detect and deal appropriately with a learning difficulty, which amounts to a “special educational need”. School staff are not, however, qualified to make a diagnosis of specific learning difficulties such as dyslexia, dyspraxia, or other learning difficulties. The screening tests available to schools are indicative only; they are not infallible. Parents/carers will be notified if a screening test indicates that a student may have a learning difficulty. It will be the responsibility of the parent/guardian to arrange any formal assessments; the Academy can help with this process by recommending specialist help. Values Academy staff receive training to enable them to support students with various special educational needs.

Withdrawal of a Student

If, following the process of consultation and the making of all reasonable adjustments, it is the professional judgement of the School Principal that the Academy cannot provide adequately for the student’s disability or special educational needs, parents/carers will be asked to withdraw the student. In such cases, every reasonable effort shall be made by the Charity to assist in finding a suitable placement in another school.

Prospective Staff Members

Prospective staff members must notify the school of any disabilities as part of their application and must discuss with the school what adjustments could reasonably be made to accommodate them should they be employed. The school may request a full report from a doctor to help determine whether it can properly fulfil its legal, moral and contractual responsibilities to the prospective staff member, its students and their parents/carers.

Existing Staff Members

The school recognises that medical and psychological conditions can develop in existing staff members which may require adjustments to be made to the way in which they are employed.

Existing staff members must, as soon as possible, disclose to the school in confidence any known medical condition or health problem. Where appropriate, the CEO / School Principal shall set up a consultation process so that interim measures can be put in place to support the staff member, and that longer term requirements may be determined. The school will, to the best of its ability, make such adjustments as are reasonably practicable to allow a staff member to continue at the school.

Reasonable Adjustments

The school shall endeavour to make reasonable adjustments to aid a prospective or existing student/staff member. Such adjustments include (but not limited to):

- Installing low gradient ramps for easy access on the ground floor;
- Allocating a classroom on the ground floor;

- Specialist seating or any other relevant classroom resources or equipment.

In defining what is reasonable, the school shall take into account:

- The cost and feasibility of making specific alterations to the school premises;
- Implications on financial resources and the likelihood of any external funding being available to offset this;
- Staffing requirements;
- Health and safety considerations;
- The interests of students, staff and visitors.

Personal Information

All personal information provided to the school regarding a student or staff member's disabilities shall be treated in strictest confidence and only used in accordance with the General Data Protection regulations (GDPR) Regulations (EU) 2016/679

Delivery of Information to students, parents and carers.

This will include planning to make written information that is normally provided by the school to its students available to disabled students and parents. Examples might include handouts, textbooks and information about school events. This information should take account of students' disabilities and students' and parents' preferred formats and be made available within a reasonable timeframe.

1. Assign a room on the ground floor that can easily be used as a classroom should a student whose disabilities make it challenging to use the stairs join the school
2. Add a sign at the entrance advising any unexpected disabled visitor to call reception so the gate that takes them to the ramp can be opened.

Targets	Strategies	Time scale	Person	Success Criteria
Provide information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English-school office will support and help parents to access information and complete school forms	During induction on-going	School Leader	All parents receive information in a form that they can access. All parents /carers understand what are the headlines of the school information.
Improve the delivery	Provide suitably enlarged,	As	School	Excellent

of information in writing in an appropriate format	clear print and use matt laminates for students with A visual impairment	required	Leader	communication on-going appropriate use of resources.
Ensure all staff are aware of guidance on accessible formats.	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Provide information in other languages for students or prospective students	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Students and or parents feel supported and included

Review Date: September 2021

Appendix 1 – Disability Access Plan

Three Year Plan : September 2020 to September 2023

Key Area	Action	By When	Person Responsible
Access to curriculum	All students have appropriate access to all areas of the curriculum	September 20	School Principal
	Provide access to off-site activities	September 20	School Principal
	Implement and deliver effective learning support through the SEND Policy	September 20	School Leader
	Provide access to off-site visits/trips	September 20	School Leader
	Implement and deliver effective Learning Support through the SEND Policy	Ongoing	School Leader
Internal doors	Survey to calculate width of each entrance and ensure some rooms on the ground floor are wide enough to accommodate wheelchair access.	September 2020	Site Supervisor
Classrooms	Fully utilise ground floor rooms and modify for a child or member of staff with a disability.	September 2020	School Leader
	Relocate some lessons to other rooms as appropriate.	September 2020	School Leader
Playground	Acquire playground equipment relevant to child's disability as required.	September 2020	School Leader
Stairs	Survey of stairs to investigate provision of a stair-lift as required.	September 2020	Site Supervisor

Toilet facilities	Investigate any other necessary fixtures required for adult/child with disability. Disabled toilet provided to meet current guidelines.	September 2020	Site Supervisor
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