

Disability Access Policy

This Policy applies to Values Academy situated at Stockingford Recreation ground, off Grove Road, Stockingford, Nuneaton CV10 8JX

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 pupils, 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 Academy, pupils, parents/guardians, visitors and members of staff who have disabilities.

The school building is on the ground floor with access through 2 sets of main doors into the reception area of the school. There is access to disabled toilet facilities, on the ground floor.

All classrooms are ground floor level

Admissions

Parents/guardians of prospective pupils 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/guardians.

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 pupils to participate in sports, music, drama, trips and expeditions as part of its ethos of inclusiveness, but must ensure that no pupil's education or safety is put at risk by the needs of another individual.

Existing Pupils

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

Parents/guardians must, as soon as possible, disclose to the school in confidence any known medical condition, health problem or allergy affecting an existing pupil. 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 pupil, 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 pupil to continue at the Academy.

Learning Difficulties

The Academy shall do all that is reasonably possible to detect and deal appropriately with a learning difficulty, which amounts to a "special educational need". The Academy 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/guardians will be notified if a screening test indicates that a pupil 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.

Withdrawal of a Pupil

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 pupil's disability or special educational needs, parents/guardians will be asked to withdraw the pupil. In such cases, every reasonable effort shall be made by the Academy 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 pupils and their parents/guardians.

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 / 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.

Personal Information

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

Application

Values Academy adopted this disability access policy on 23 February 2015.

Delivery of Information to pupils, parents and carers.

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

- Assign a room on the ground floor that can easily be used as a classroom should a pupil whose disabilities make it challenging to use the stairs join the school
- 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	Office	All parents receive information in a form that they can access. All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print and use matt laminates for pupils with A visual impairment	As required	Office	Excellent 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 pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Pupils and or parents feel supported and included

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Next Review; September 2021

Appendix 1 – Disability Access Plan

Three Year Plan – 28.02.19 – 28.02 21

Reviewed March 2019

KEY ISSUE	ACTION	BY WHEN	RESPONSIBLE
Access to curriculum	<ul style="list-style-type: none"> › All pupils have appropriate access to all areas of the curriculum › Provide access to off-site activities › Implement and deliver effective Learning Support › Through the SEN Policy › 	On-going	All Staff
Internal doors	<ul style="list-style-type: none"> › Survey to calculate width of each entrance and ensure some rooms on the ground floor are wide enough to accommodate wheelchair access 	Dec 2014	Patrick Darcy
Classrooms	<ul style="list-style-type: none"> › Some rooms are small but have been modified for a child or member of staff with a disability and time tabling can ensure availability. › Some lessons could be relocated to other rooms which may be more appropriate 	On-going	
Outside Space (park)	<ul style="list-style-type: none"> › Acquire playground equipment relevant to students disability 	When necessary	PE Teacher
Lavatory facilities (ground floor)	<ul style="list-style-type: none"> › To investigate any other necessary fixtures required for adult/child with disability. › Disabled toilet provided to meet current guidelines. 	Ongoing	Patrick Darcy