



Champion EDUCATION TRUST

ACCESSIBILITY POLICY AND PLAN

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ACCESSIBILITY POLICY AND PLAN

STATEMENT OF INTENT

This plan outlines the proposals of the governing body of Lotus school to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010. These include:

- Increasing the extent to which students with disabilities can participate in the school curriculum
- Improving the environment of the school to increase the extent to which students with disabilities can take advantage of education and associated services
- Improving information delivery to students with disabilities which is readily available to other students

The above procedures will be delivered within a reasonable time, and in ways which are determined after taking into account the student's disabilities and the views of the parents/carers and student.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of students
- Headteacher and other relevant members of staff
- Governors/ Trustees
- External partners

STATEMENT OF VALUES

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education.

Since September 2002 the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

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

THE DFE'S DEFINITION OF DISABILITY

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

DEFINITIONS IN THE CHILDREN ACT 1989 AND THE DISABILITY DISCRIMINATION ACT 1995

A child may fall within one or more of the definitions. This Code helps early education settings, schools and LEAs meet their responsibilities for children with SEN. Guidance relating to Part 4 of the Disability Discrimination Act 1995 will help them meet their responsibilities for disabled children.

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities. Section 1(1), Disability Discrimination Act 1995 A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. Section 17 (11), Children Act 1989.

DISABILITY DISCRIMINATION ACT

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled students can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;

It is a requirement that the schools accessibility plan is resourced, implemented and reviewed and revised as necessary.

AIMS OF THE ACCESS PLAN

To ensure that all students are fully involved in school life by identifying barriers to participation and finding practical solutions.

To increase the confidence of staff and support staff when teaching or aiding a wide range of disabled students.

To develop sensitivity and expertise in approaching the specific needs of a broad range of students.

To develop strong collaborative relationships with students and parents or carers and to increase the satisfaction of disabled students and their parents or carers with the provision made by the school.

To promote equality of opportunity and positive attitudes towards disabled persons.

To encourage the availability of role models and positive images of disability.

WHOLE SCHOOL APPROACH

Lotus has a strong commitment to equal opportunities and accessibility as laid out in the School Aim, SEND information report, Behaviour Policy, Safeguarding and offsite visits policy.

As a school we aim to embed accessibility into everything we do; in school improvement, in curriculum development, in maintaining and improving the physical environment and, in professional development. Action plans for each of these areas are attached to this policy (see appendix A which will be completed once school is open)

Lotus aims to have a whole school approach to disability. It is the responsibility of every member of staff to remove barriers to learning for all students regardless of their individual needs. Everybody needs to take the lead in respect of accessibility within their area of responsibility; access to the curriculum needs to be led by those with curriculum responsibility; access to pastoral life of the school led by those with pastoral responsibility and responsibility for overseeing the plan with the senior leadership team reporting to the governing body.