



Disability Equality Scheme And Accessibility Plan



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Grace Academy, Chapelhouse Road, Chelmsley Wood, Solihull, B37 5JS

Ethos:

Our vision is to develop well-educated, considerate and caring citizens with a strong sense of values who will succeed in and contribute to modern society

Aims:

In line with the Equality Act 2010 the aims of this policy are to:

1. Ensure all students, including those with a disability as defined within the Equality Act, have access to a full and broad curriculum
2. Ensure that reasonable and suitable adjustments are made to the physical environment to ensure students with a disability are able to participate fully in school life
3. Respond to individual student need to make suitable adaptations to the physical environment
4. Overcome potential barriers to learning and assessment for students with a physical or learning disability

Admissions:

Reasonable Adjustments:

The school's duty to make reasonable adjustments is summarised in the Equality Act 2010 as:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Grace Academy Solihull is committed to making reasonable adjustments for students with physical disabilities and learning disabilities. These are explained in further detail below.



Information of Students' Needs and plans for Accessibility

- Whole staff training is provided to share information on individual students
- Where appropriate, specific advice is provided from Advisory services such as QEST, the Visual Impairment or Hearing Impairment Team
- Feedback from lesson observations or student tracking activities provide specific support on improving accessibility where appropriate
- Details of reasonable adjustments to be made by teachers and support staff are provided on the Google Team Drive
- Summary reports of Health Care reports are written, shared with staff and stored in centrally accessed electronic files
- Individual students are reviewed by the SEND team review and any relevant actions for modifying reasonable adjustments are made

Accessibility and Reasonable Adjustments for Students with Physical Disabilities:

- During transition procedures, the Pastoral and Inclusion team request information from previous schools about any physical disabilities
- Inclusion team review all information and arrange for a meeting with the student and family before the point of transition
- Where the student also has a Statement of Special Educational Needs or an Education, Health and Care plan (EHC), the SENDCo or Inclusion Manager or AHT attends the relevant statement review
- Where appropriate, students have access to physical aids such as adapted equipment and tools in Technology or Art
- Where appropriate, students have access to ICT to support with visual impairments
- During the first two weeks of transition, SEND track and monitor how well students are accessing the physical environment and report back to the SENDCo or Inclusion Manager who liaises with support staff
- There is a lift and level ground across the site
- Where appropriate, students are permitted to leave lessons 5 minutes earlier than other students with a peer to allow for ease of accessibility across the site
- All school visits are planned to accommodate any students with physical disabilities and have a named member of staff for support throughout
- Transport arrangements are made with the family or local authority where appropriate so students have easy access to the school buildings



Accessibility and Reasonable Adjustments for Students with Learning Disabilities

- The Inclusion Team alongside the SENDCo, lead the development and management of the provision for students with learning disabilities
- CPD activities are available for staff at regular points throughout the year. This includes Autism awareness, and supporting students with ADHD
- The school promotes dyslexic friendly approaches as an effective way of providing Quality First Teaching for all students
- Support and advice on effective differentiation strategies are provided through workshops, through feedback from observations and learning walks and as part of whole staff training, NQT training and new staff training
- Where appropriate, a modified or alternative curriculum is provided to ensure students have equal opportunities to achieve whilst ensuring they benefit from a broad and balanced curriculum
- At key stage 4, through consultation with the student and their family, students embark on an option package

Policy Reference	GAS Disability
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