

# Accessibility Policy

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## Embleton View

*This Accessibility Policy is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.*

### Definition (Equality Act 2010)

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities” Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘**substantial**’ means ‘**more than minor or trivial**’. ‘**Long-term**’ means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of students are therefore included in the definition.

### Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger
- Learning and/or cognition
- Emotional well-being

**The Accessibility Policy** is structured to complement and support the service’s Equality Objectives, and will similarly be published on the service website. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the service.

*Embleton View is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential*

**Embleton View is commitment is to:**

Increase access to the curriculum for students with a disability, ensuring that students with a disability are as equally prepared for life as are our students who do not have a disability; (If a service/academy fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the service such as participation in after-service clubs, leisure and cultural activities - it also covers the service of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum.

Embleton View consists of 2 buildings. Coundon is a single storey building that is more accessible to staff and students with physical disabilities or mobility issues.

On successful referral of students with SEN to the service, the Senior Leadership Team will consult and plan for all areas of the educational health and care plan, ensuring, where possible, effective integration into the curriculum and service.

To improve access to the physical environment, specialist facilities will be added as necessary - this includes improvements to the physical environment of the service site and physical aids to access education within a reasonable timeframe.

The service is in continual development to ensure that accessibility for all students regardless of their educational, physical or emotional status is accommodated to the best of the service's ability.

The service pledges a period of **30 days** to reasonably develop any accessibility resources required to ensure no student is disadvantaged in access to our curriculum, building or service.

In the event that the service cannot meet the student needs, the service will work with strategic partners to ensure that positive pathways are identified.

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**Applies to:**

- The whole school and all other activities provided by the school, inclusive of those outside of the normal school hours;
- All staff (teaching, support and admin staff), students on placement, the proprietors, Board of Directors, agency staff and volunteers working in the school.
- Visitors and contractors accessing the site.

**Availability**

- This policy is made available to parents, staff and students as a hardcopy upon request from the school office.

**Monitoring and Review:**



- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Headteacher and/or the Board of Directors and/or a suitably appointed delegate will undertake a formal review of the policy, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

**Legal Status;**

- Special Educational Needs and Disability Act (SENDA)
- Equality Act (2010) and The Public Sector Equality Duty (2011)

**Related Documents:**

- Single Equalities Policy
- Admissions Policy
- Reasonable Adjustment Policy

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| <p>Graeme Turner<br/>(Proprietor)</p>   | <p>Craig Bell<br/>(Proprietor)</p>   |

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| Date: 02/08/17 | Date: 02/08/17<br>Reviewed: 31/08/18, 26.6.19, 22.07.20,<br>28.7.21, 20.5.22, 25.08.23 |
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