

**KEY FACTS:**

- This plan enables schools to ensure compliance with laws regarding opportunity for pupils/potential pupils.
- It is reviewed every three years.
- Moira House Girls School will comply with statutory requirements and guidance.
- Individuals are responsible for their discriminatory actions.
- The school's liability extends beyond the life of the pupil in the school.

**1. Background**

1.1. On 1 October 2012, The Equality Act replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It extends protection from discrimination in some areas and has placed new duties on schools. (For further information see the Equality and Diversity Policy).

1.2. The Act makes it unlawful for Moira House and the School Council, which is the responsible body of a school, to discriminate against, harass, or victimise a pupil or potential pupil in relation to:-

1.2.1. Admissions;

1.2.2. The way we provide education for pupils;

1.2.3. The way we provide pupils access to any benefit, facility or service;

1.2.4. By excluding any pupil or subjecting them to any other detriment.

1.3. The protected characteristics are:

1.3.1. Sex;

1.3.2. Race;

1.3.3. Disability;

1.3.4. Religion or belief;

1.3.5. Sexual orientation;

1.3.6. Gender reassignment;

1.3.7. Pregnancy or maternity;

1.4. There is a still a requirement to have an accessibility plan outlining how we intend to improve access for disabled pupils to the physical environment, the curriculum and written information.

1.5. The Equality Act applies to all independent schools in England and Wales. (Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination regulations 2005). Furthermore, Moira House Girls School are required to draw up equality objectives under the Specific Duties Regulations 2011 so that we meet the general aims of the Public Sector Equality Duty. This Accessibility Plan is reviewed every three years.

1.6. Any person such as staff in school who act on behalf of Moira House Girls School and any School Council or sub-committee of the School Council, are responsible for their own discriminatory actions unless it can prove that it has taken all reasonable

steps to stop the staff member from doing the discriminatory action, or from doing anything of that kind.

1.7. The school's liability not to discriminate, harass or victimise does not end when a pupil has left the school, but relates also to events afterwards such as the provision of references, or Old Girl networks.

## **2. Disability Discrimination Act**

2.1. The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows:-

2.1.1. The definition of disability is less restrictive;

2.1.2. Direct discrimination can no longer be defended as justified;

2.1.3. Failure to make a reasonable adjustment can no longer be defended as justified;

2.1.4. From September 2012, we are under a duty to make available auxiliary aids and services as reasonable adjustments, where these are not being supplied through a Statement of Special Educational Needs or from other sources.

## **3. Definition of Disability**

3.1. The Act defines disability as *when a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.*

3.2. Some specific conditions such as multiple sclerosis, cancer or HIV are considered as disabilities regardless of their effect.

3.3. Long term is defined as lasting, or likely to last, for at least twelve months.

## **4. Adjustments**

4.1. We aim to ensure that nothing we do as a school places a disabled pupil at a disadvantage compared to other pupils. However, where we have to do so, we make sure that we take reasonable steps to try and avoid that disadvantage.

4.2. When it is reasonable to do so, we provide auxiliary aids or services for a disabled pupil, when such an aid would alleviate any substantial disadvantage that the pupil faces compared to other non-disabled pupils.

4.3. Where an auxiliary aid is not provided under the SEND system (i.e. via an EHC Plan) there should be no assumption that it must be provided as a reasonable adjustment. Any decision would be taken on the basis of the facts of an individual case, including cost implications.

4.4. There is no legal definition of auxiliary aids. We interpret this to mean any or all of the following: helpful; providing support or assistance; and that these can be things or persons which help. We include hearing loops, adaptive keyboards, and special software.

4.5. Our SEND policy defines what provision we make available including reasonable adjustments in our school. We will consider what is reasonable in the context of our school, given the circumstances of each individual case.

4.6. Where the auxiliary aid has a benefit to the rest of the child's life outside of school, it would be unreasonable for our school to make such provision; e.g. hearing aids.

4.7. We consider that effective and practicable adjustments for disabled pupils will involve little or no cost or disruption, and will therefore be considered as reasonable. Where substantial adaptations are required which are not contained within our three year accessibility plan, we reserve the right to deem these as unreasonable.

4.8. It is our aim to ensure that disabled pupils play as full a part as possible in school life and our accessibility plan and reasonable adjustments help support that aim. Where any adjustment would have a detrimental effect on other pupils, we would not consider it to be *reasonable*. For example, if a geography field trip were planned to involve climbing and a wheelchair user could not take part, we would carefully consider how the disabled pupil could participate viably, but we would not cancel the trip because to do so would be detrimental to other pupils.

## 5. Our Vision

### ROEDEAN MOIRA HOUSE AIMS AND VALUES

Our aims and values underpin our policies, guidelines, practice and general ethos.

#### Our Mission Statement

Roedean Moira House Girls School, in keeping with its Christian foundation, will provide an excellent all-round education, which ensures that every student has the opportunity to attain her highest academic, artistic, musical, social and sporting potential. This will be achieved within a multi-cultural community, which maintains a global perspective, is friendly and happy yet purposeful, and affords a safe and caring environment.

#### Our School Motto

"Nemo a me alienus" - Rough English translation: "Other people matter"

#### Our School Aims

##### HAPPY

- To provide a happy, safe and supportive boarding community based on Christian values in which all girls can strive for excellence.

##### CONFIDENT

- To enable girls to confidently discover their true potential and to work towards their full development.

##### ENGAGED

- To provide girls with an engaging academic environment in which they develop intellectual curiosity, independence of mind and the ability to take responsibility for their own learning.

##### CREATIVE & INDEPENDENT

- To provide a wide range of opportunities beyond the classroom so that girls can discover individual passions and develop a range of characteristics such as resilience, initiative, creativity, perseverance, self-confidence and the ability to work in a team.

#### COMPASSIONATE

- To provide girls with opportunities to develop an understanding of democracy, the rule of the law, individual liberty as well as a sense of social responsibility, integrity, compassion, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

#### CURIOUS

- To develop their intellectual curiosity, passions and rigour as a foundation for a lifelong love of learning.

### **6. Our duty around Accessibility for Disabled Pupils**

6.1. Our accessibility plan focuses on the following areas for implementation:--

6.1.1. Increasing the extent to which disabled pupils can participate in the curriculum;

6.1.2. Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;

6.1.3. Improving the availability of accessible information to disabled pupils.

6.2. Our plan also includes the resource implications of implementing the Plan.

6.3. Our approach includes the following:-

6.3.1. access, audit and review (See Appendix 2) (i.e. the nature of the schools' population, context, future pupil numbers, staff training needs, impact of anti-bullying strategies, timetabling, trips, medicines, clubs, outcomes for SEND in external exams, views of parents, pupils, voluntary sector, symbols, signage, font size etc.);

6.3.2. identify actions;

6.3.3. set goals and targets;

6.3.4. consult on the proposed plan;

6.3.5. publicise the plan;

6.3.6. Implementation; and

6.3.7. Evaluate the effectiveness of the Plan.

6.4. Our accessibility plan is outlined on the attached proforma at Appendix 1.

### **7. Discrimination Claims**

7.1. Claims for discrimination on the grounds of disability against our school must be heard by the First Tier Tribunal (SENDIST) in England.

7.2. Such claims of discrimination or harassment which would be brought by a parent of a pupil against our school, would be brought to the Tribunal by the parent. This must be brought within six months of the act to which the claim relates. Any remedy will not include compensation.-



# ROEDEAN MOIRA HOUSE ACCESSIBILITY PLAN 2016-19 POLICY 2018-2019

## **8 Monitoring & Evaluation**

- 8.1. The named person in our school who is responsible for this plan is Andrew Wood.
- 8.2. The Principal is responsible for ensuring that this Plan is implemented and to ensure that it is fair and equal to all.
- 8.3. It is the responsibility of all staff to monitor the success of this Plan by ensuring that the priority areas are addressed by them in the classroom, particularly with regard to the provision of information and curriculum access.
- 8.4. Progress reports are provided termly to the Principal by the Head of Teaching and Learning and thereafter reported to our Senior Team.

Appendix 1

3 Year Accessibility Plan 2017-2020

Equality, SEND, Behaviour and Anti-bullying policies.

	Timescale	Objectives	What	Who/How	When	Outcome	Completed
1	Short Term	To ensure all teachers are following SEND policy in the light of current needs	All teachers to complete the Educare SEND code of practice online course.	Monitor by Lead TA	Ongoing	Continual monitoring by HoTL, HoPP and Lead TA with regards to improved teaching	To be re-evaluated annually.
2	Short Term	Ensure compliance with DDA and Code of Practice	Staff informed of requirements and obligations of the DDA and Accessibility Plan shared with personnel	Staff meetings	Ongoing	All personnel aware of requirements and obligations	To be re-evaluated annually.
3	Short Term	To improve the provision for disabled pupils of information which is already in writing for pupils who are not disabled.	Curriculum in accordance with the SEND Policy	HoTL and Lead TA to ensure that differentiation is in place in accordance with SEND policy and monitor intervention.	Spring 2018	Improved access to the curriculum for all pupils identified and on the SEND register.	Completed. See success of learning support department and pupils who have been supported.
4	Short Term	Upgrade disabled toilet facilities	Appropriate facilities and access for	Upgrade disabled toilet	2016	Upgrade disabled toilet	Completed

			disabled visitors				
5	Short Term	Increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum	Timetable able to be adapted for pupils with impairment .  Dunn House environment stable and limited room change for girls with ASD.	HoTL and Lead TA.	ongoing	Dunn House completed.  Timetable able to be flexible for girls with SEND.	Ongoing.
6	Short/Medium Term	Greater awareness of and confidence in dealing with any pupils with SEND amongst teachers	Identify areas where knowledge and skills base needs to be extended Educare module completed on equality and diversity.	HoTL and Lead TA	Spring 2017	Improved access to the curriculum for all pupils identified and on the SEND register.	Educare to be completed spring 2017. Ongoing need.
7	Medium Term	Training for staff on differentiating the needs to the pupils with impairments	inset and GO course	HoTL to carry out GO course and Lead TA to deliver specific training on needs of our girls with impairments .	When required	All personnel are trained in the relevant areas	On-going evaluation.

8	Medium Term	To update and review the accessibility plan on an annual basis	Carry out an audit of the plan	Review plan and liaise with HoTL and SENDCO for an update on current pupils with disabilities	Spring 2015	Plan Review Annually	Ongoing
9	Long Term	To ensure that all pupils regardless of any physical or mental impairment have full access to an appropriate curriculum	Curriculum in accordance with the SEND Policy	Headmaster and SENDCO to ensure that differentiation is in place in accordance with SEND policy and monitor intervention	Ongoing	SENDCO to monitor and obtain appropriate evidence	Ongoing

Appendix 2

IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST

This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section 1: How does your school deliver the curriculum?		
Questions	Yes	No
Do you ensure that teachers & teaching assistants have the necessary training to teach and support disabled pupils?	✓	
Are your classrooms optimally organized for disabled pupils?	✓	
Do lessons provide opportunities for all pupils to achieve?	✓	
Are lessons responsive to pupil diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups & the whole class?	✓	
Are all pupils encouraged to take part in music, drama & physical activities?	✓	
Do staff recognize and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓	
Do staff recognize and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓	
Do you provide access to computer technology appropriate for students with disabilities?	✓	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓	
Section 2: Is your School designed to meet the needs of all pupils?		
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms; Swann hall; dining room; library; sports hall and outdoor sporting facilities; playgrounds and common rooms - allow access for all pupils?		x
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		x
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		x

Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?		x
Are non-visual guides used, to assist people to use buildings		x
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? Are areas to which pupils should have access well lit?	x	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	✓	
Is furniture and equipment selected, adjusted & located appropriately?	✓	
Section 3: How does your School deliver materials in other formats?		
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		x
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g., by reading aloud overhead projections and describing diagrams?	✓	
Do you have the facilities such as ICT to produce written information in different formats?	✓	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓	



# ROEDEAN MOIRA HOUSE ACCESSIBILITY PLAN 2016-19 POLICY 2018-2019

## Related policies and documents

This policy should be read in conjunction with the following policies and documents:

- Employee Handbook
- Staff Handbook
- Code of Conduct for Employees
- Health Safety Handbook
- Boarding Staff Handbook
- National Minimum Standards for Boarding Schools
- ISI Handbook for the Inspection of Schools, Regulatory Requirements
- Teachers' Standards
- Departmental Handbook
- Special Education Needs and Disability Policy
- Admissions Policy
- Complaints Policy (Parents)
- Complaints Policy (Pupils)

POLICY REVIEWED BY SCHOOL: June 2018

POLICY REVIEWED BY SCHOOL COUNCIL: June 2017

NEXT REVIEW: June 2019