

# Ellesmere Port Catholic High School

## Accessibility

### Status

Statutory

### Introduction

The Disability Act 1995, extended to education by the Special Needs and Disability Act 2001, makes it unlawful to discriminate against disabled students, applicants or potential students.

Definition (Equality Act 2010)

'A person has a disability if s/he 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 and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, hearing or sight impairment, Attention Deficit Hyperactivity Disorder, diabetes or epilepsy, where the effect of the impairment on the individual'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.

Ellesmere Port Catholic High School recognises that it is unlawful:

- to treat a disabled student or prospective student less favourably for a reason related to their disability than someone to whom that reason was not applied, without justification in so doing
- to fail to make reasonable adjustments to normal admission arrangements and in relation to education and associated services to ensure that disabled students or prospective students are not placed at a substantial disadvantage in comparison with non-disabled students, without justification for so doing

In order to count as unlawful discrimination, less favourable treatment must meet three tests:

- the less favourable treatment must be for a reason related to the child's disability
- it must be less favourable treatment than that given to another child to whom that reason does not apply
- the less favourable treatment cannot be justified

There are two ways in which less favourable treatment may be justified: either

- It is a result of a "permitted form of selection"
- It is for reasons which are both material to the circumstances of the particular case and substantial (providing that there are no reasonable adjustments that could be made which would make a difference.)

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

## **Purpose**

We acknowledge our duty towards students, staff, parents, governors and members of the wider community who have a disability. We will challenge and support our students to do their very best through the experience of working in a Catholic Christian community founded upon the teachings of Christ in the Gospels (our ethos), taught lessons, extra-curricular opportunities and residential experiences. In so doing we will take 'reasonable' steps to ensure that both actual and prospective individuals with disabilities within our extended community are not placed at a substantial disadvantage in comparison to those who are not disabled. We will comply with new statutory obligations.

## **Who/what was consulted?**

This policy is reviewed annually. In relation to significant changes staff, parents and students are consulted to inform the policy. Other stakeholders may also be asked to contribute if it is considered appropriate.

## **Relationship to other policies**

The school policy on accessibility embraces policies and procedures for absence management, admissions, appraisal, assessment, careers education and guidance, charging, dignity at work, equality, EAL, health and safety, ICT, inclusion, lettings, recruitment, school visits, SEND, sex and relationship education, staff discipline, and teaching and learning.

## **Roles and responsibilities of headteacher, other staff, governors**

The **headteacher** will ensure that:

- all staff and students are fully aware of and observe the school's accessibility policy
- the curriculum, including all statutory elements and those subjects which the school chooses to offer, has aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- details of the curriculum structure, how subjects will be taught and assessed and the use of information and communications technology will be reviewed and updated annually in the context of accessibility
- whenever an existing pupil or prospective pupil is declared to be disabled a review will be undertaken to determine whether there are "reasonable adjustments" which could be made to enable the pupil to attend the school and benefit from the curriculum and extracurricular opportunities.
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the Curriculum
- the procedures meet all legal requirements
- the governing body is fully involved in decision-making processes that relate accessibility development priorities
- the governing body is advised on relevant legislation in order to make informed decisions.
- reference is made to this policy in other associated policies, and, where changes are made to this policy, all other school policies and procedures are checked/amended.
- staff understand that political issues must be presented to pupils in a balanced way.

Other **staff** will ensure that the school curriculum is implemented in accordance with this policy.

The **governing body** will ensure that:

- the school community observe and apply the school accessibility policy
- it participates actively in decision-making about accessibility development priorities
- it considers the advice of the headteacher when approving this accessibility development and when setting statutory and non-statutory targets
- accessibility policy is published on the school website

### **Arrangements for monitoring and evaluation**

The governing body will receive an annual report from the headteacher on:

- the standards reached in each subject by gender, ability and ethnicity as presented in national data sets.
- the standards achieved by pupils with special educational needs and groups deemed to be vulnerable including those with disabilities
- the number of pupils for whom the curriculum was modified or disapplied, the arrangements which were made, how pupils and parents were informed, how progress was monitored, the progress made by those pupils
- the views of staff about the action required to improve standards
- the nature of any parental complaints.



**Signed on behalf of the Governing Body ..... (Chair)**

**Date: .....October 2018.....**

**Date for Review: .....July 2019.....**