

Accessibility Policy

Date of Issue: September 2021

Date of Review: September 2022

- 1.1 The Special Educational Needs and Disability Act 2001 state that Footsteps` Governing Body has three key duties towards disabled students:
 - 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 a substantial disadvantage.
 - to plan to increase access to education for students with a disability.
- 1.2 Disability Discrimination Act duties interact with the Footsteps Development and Premises Development. Therefore, this policy has a direct impact on shaping priorities of the:
 - Footsteps Development Plan
 - Disability Accessibility Action Plan
 - SEND Policy

2. The Footsteps Accessibility Plan

- 2.1 This outlines any plans, longer and shorter term, to improve the physical layout of the building and disabled access to the curriculum. The plan sets out the way that Footsteps aims to increase access to education for students with disabilities by:
 - improving the environment of Footsteps to increase the extent to which students with disabilities can take advantage of the provision;
 - improving the delivery of information to students with disabilities;
 - increasing the extent to which students with disabilities can participate in the Footsteps curriculum.
- 2.2 All rebuilding, refurbishment and decoration must explicitly address disability issues at the planning stage. These issues will not only refer to the finished product: ramps; lighting; colour finishes, induction lines etc, but will also consider the needs of students whilst any work is being undertaken.

3. Involvement of disabled people (students, staff, parents, and others) in the development of the Footsteps Equality Scheme.

- 3.1 This scheme has involved consultation with parents & carers; special Footsteps staff; SENO, HOTL, OM, PM, P; and professional advisors from the local authority. Modifications in the scheme can be made following scheduled reviews by the SENO, HOTL, OM, PM, P
- 3.2 Wherever possible, Footsteps will involve adults with disabilities and consultants with expertise as advisers in the
 - building design and refurbishment
 - display
 - technical innovation
 - design of teaching materials
- 3.3 In addition, parents, staff, and students will be consulted and involved via:
 - parents' meetings
 - surveys and questionnaires
- 3.4 Advice will also be sought from specialist organisations where this is thought to be appropriate.

4. The plan to increase access to education for disabled students.

- 4.1 This policy and the associated Action Plan recognise that needs change with time and that, in this area of work, it is particularly important that thorough assessment of needs is carried out on a regular basis. These are key tasks for the PM, SENO, HOTL, who will:
 - carry out an initial assessment of needs on entry to the Footsteps (using prior records and external professional advice when necessary)
 - aim to meet the identified needs as is possible
 - brief appropriate staff
 - identify and act on disparities in progress
 - organise classroom assistance if required

5. The Action Plan explicitly shows actions for disability

- 5.1 The Action Plan is designed to promote the attainment and progress for students with disability. It attempts to achieve this in a way that preserves individual student's identity as part of Footsteps.

6. The plan to improve equal opportunities for disabled employees

- 6.1 The principles of access outlined in this document apply equally to employees – however, Footsteps has additional responsibilities to them in terms of ensuring that they are not discriminated against in terms of training, promotion, and general conditions of service. Footsteps encourages people with disabilities to apply for posts and ensures that the subsequent selection process gives them every opportunity to represent their capabilities.

Footsteps has a policy for dealing with harassment and discrimination. It clearly sets out the procedures for handling complaints and incidents.

- 6.2 Footsteps regards any action or organisational arrangement which disadvantages a person with disabilities as discriminatory. It therefore:
- Acts on any organisational matter which could be questionable and reviews from the point of view of people with disabilities.
 - Acts, via a member of SLT, on any report of discrimination or harassment. Any allegation which has foundation is recorded and action is taken to ensure that there is no repetition.

Strategies to manage behaviour address the needs of disabled students and reasonable adjustments have been made in relation to exclusions

- 6.3 Footsteps is committed to considering the disability student(s) may have and its likely effect when considering sanctions.
- 6.4 In this context, it should be emphasised that, wherever reasonable and possible, the standards of behaviour expected of a student with disabilities will be the same as those expected of other students.

Footsteps monitors student attendance by disability and uses the data when developing strategies to address poor attendance

- 6.5 The recording of the attendance and punctuality of students with disabilities are recorded in the Footsteps standard fashion. However, as may be appropriate, statistics are analysed to inform actions and support as may be needed.

Students' attainment and progress in individual subjects are monitored by disability

- 6.6 Whilst progress and attainment are measured in the standard way by subject staff, half-termly Progress Reports are reviewed by SENO, HOTL, OM, PM, P on students with disabilities.

Strategies for tackling unjustified disparities in the attainment and progress of students by disability

- 6.7 The management of the learning plans of students with disabilities rest with the SENO, HOTL, PM. The half-termly reviews of attainment and progress are designed to identify disparities which may not have been noticed before. The SENO, HOTL, PM, have the connections, knowledge, expertise, and authority to modify approaches and provide additional resources.

Teaching methods, resources and learning styles take account of the needs of children with different disabilities.

- 6.8 Except for withdrawal classes, teaching methods and learning styles are the responsibility of the classroom teacher. Teachers will be advised on appropriate approaches for students with disabilities by SENO, HOTL, PM. If necessary, classroom teacher will also be supplied with additional resources and classroom support.

- 6.9 General training in disability issues will be given to all staff as part of the Teaching & Learning Strategy. Specific training concerning disabilities is given to appropriate staff.

Footsteps systematically reviews how it is meeting its duties under the Disability Equality Duty

- 6.10 Various analysis and evaluation procedures are systematically undertaken to consider achievement of students. A summary is reported to governors demonstrating how Footsteps is meeting its key duties towards disabled students under the Special Educational Needs and Disability Act 2001.

Footsteps and the Governing Body ensure that they take steps to meet disabled people's needs, even if this requires more favourable treatment.

- 6.11 In addition to adjusting Footsteps' environment to meet the needs of people and students with disabilities in general it is standard Footsteps policy to make specific arrangements where possible if needs arise. Footsteps is committed to spending additional capitation on students with EHCP if necessary. These needs are reviewed by SENO, HOTL, OM, PM, P.