

**FUTURE ACADEMIES
PIMLICO ACADEMY**

DISABILITY AND ACCESSIBILITY POLICY

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All policies are subject to annual review.

This policy has been written in line with the Department for Education’s advice on disability and accessibility in schools. It takes into account the following legislation: Disability and Discrimination Act 1995, the Special Needs and Disability Act 2001, the Disability Discrimination Act 2005 and the Equality Act 2010.

1. Introduction

This policy supports the Governing Body's vision for all pupils to leave Pimlico Academy as confident, culturally literate and happy learners, fully prepared for the challenges of secondary education and with aspirations to succeed there and beyond.

In order for this policy to be effective, a clear relationship with the following policies has been established:

- Special Educational Needs
- Equal Opportunities
- Anti-Bullying

This policy has also been cross-referenced with Pimlico Academy's Discipline and Accessibility policy to ensure continuity from primary to secondary schooling.

This policy will be displayed on Pimlico Academy's website, in the staff and parent documentation. Translations of this policy will be made available as requested by parents.

2. Definition of Disability

As defined by the Equality Act 2010, a disability is "a physical or mental impairment which has substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities." It also includes specified medical conditions such as HIV, multiple sclerosis and cancer from the point of diagnosis, regardless of their effect.

This definition may include pupils with a statement for SEN but there may also be disabled pupils who do not have a statement and would not require additional educational support but have rights under the new legislation.

3. Aims

The aim of this policy is to ensure that there is a plan in place that increases access to education for disabled pupils through:

- improving the environment of the school
- improving the curriculum provision and its delivery
- improving the wider school policies as they are revised
- improving the quality and presentation of materials to help learning to take place, according to need.

4. Working in Partnership

In order to meet the aims of this policy, Pimlico Academy's staff will work in partnership with:

- The disabled pupil
- Parents of children with disabilities at Pimlico Academy, or who are due to enter the school to ensure, wherever possible, our policies and practices are meeting their needs
- Leaders within the community who have previously worked with the pupils, e.g. nursery management

- Westminster City Council's multi-agency team who give support, advice and information to families and carers who are involved in caring for children whose disability has a significant impact on their day-to-day lives.

The school will seek and follow relevant advice, where appropriate, of external services, such as specialist teacher advisers and SEN inspectors / advisers, and of appropriate health professionals from the NHS Trusts.

Information relating to a pupil's disability will be kept confidential. Parents and/or carers will be invited, during induction meetings, to inform the school about any disabilities and share their concerns about their child and schooling. This information will be analysed, taking into account the following:

- Areas of the curriculum to which disabled pupils have limited or no access;
- Disability issues are reflected adequately and where appropriately within the curriculum;
- The accessibility of extra-curricular activities;
- Parts of the school to which disabled pupils have limited or no access and whether physical features of the school environment hamper access to the curriculum;
- The different forms of communication that can be made available to enable all disabled pupils to express their views and to hear the views of others;
- The accessibility of information, which should be planned and available on request in a range of different formats
- Other issues that may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, and the presence or lack of role models or images of disabled people,

Pimlico Academy will make reasonable adjustments to the school environment, curriculum and extra-curricular activities to ensure the above are addressed where possible. The Principal, in collaboration with class teachers, support staff and others involved in the education of disabled pupils at Pimlico Academy, will review this policy and associated plans on a regular basis. As part of the regular school cycle of policy reviews, the results of actions to support pupils with disabilities will be undertaken to inform future plans. These actions will be detailed in the School Development Plan. The school will agree with parents and/or carers the appropriate regular means of communication with regard to the pupil's progress, behavioural issues and effects of any medication.

5. Physical Access

Pimlico Academy ensures every effort is made to comply with current regulations.

6. Education

Staff will continue to be made aware of pupils with a disability by the member of staff with a designated inclusion responsibility. Where necessary, differentiation for disabled pupils should be reflected in IEPs and Schemes of Work.

Staff will continue to be made aware of strategies to make reasonable adjustments within the classroom (including furniture, resources and staff), so as not to place disabled pupils at a substantial disadvantage in accessing the curriculum. The

implementation of reasonable adjustments to classroom management, teaching and expectations should not prejudice the progress of other pupils, nor their health and safety.

As far as possible the school will ensure that disabled children have their full entitlement to outside visits. This will be reflected in adaptations to travel plans, risk assessments, pupil to adult ratios, notification to place of visit and pre-visit to site if appropriate.

In assessing any pupil the school may take such advice and require such assessments e.g., Educational Psychologist's report and recommendations as it regards as appropriate.

7. Sporting and Recreational Activities

The school will continue to provide equal access to all school activities for disabled pupils, within the constraints of the physical nature of the site and the health and safety implications. Where an activity is inappropriate due to a pupil's disability, alternative activities will be provided.

Individual Risk Assessment will be provided for disabled pupils engaged in school trips or visits.

Provisions will be made for pupils unable to participate in activities such as playtime, as a result of weather or illness. Generally all pupils are encouraged to take part in all aspects of school life.

8. Welfare Awareness

Staff and pupils will be made aware of any disabilities in order to understand its effects and support disabled pupils as part of school life.

Appropriate staff INSET will be provided on a regular basis to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision.