



The Robert Carre Trust

Accessibility and Disability Equality Scheme

Introduction

The Trust is required, in accordance with the Equality Act 2010, to keep under review its facilities and operations to ensure that it is able to provide equality of opportunity for persons with disabilities. The Disability Equality Duty did not give additional rights to disabled people nor did it replace existing legislation, it does however, place responsibility upon the Trust to actively ensure the promotion of equal opportunity for all disabled people. The results of any review do not negate the RCT policies for Equal Opportunities, Health and Safety or Additional Needs but may require that these policies are amended. This policy also has due regard to the legislation and guidance as referenced in SEND Code of Practice 0-25 (2015).

Aim

The aims of the policy are to:

- Identify the definitions and descriptions related to disability.
- Formulate the Trust's ethos for disability.
- Determine the current provision for disability access within the individual schools and identify actions to be taken.

Definition of Disability

The Equality Act 2010 defines a disabled person as someone who has "a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities". This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition (SEND Code of Practice 0-25 2015) Special Educational Needs are defined in the Code of Practice which states that a child has "special educational needs" if he or she has a learning difficulty which requires special educational provision to be made. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age; or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Pupils who experience difficulty in any of the four following areas may be classed as having a SEN or disability in accordance with the SEND Code of Practice 0-25 (2015):

- Communication & Interaction Difficulties
- Specific Cognition and Learning Difficulties
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs (including Medical needs)

Robert Carre Trust Ethos

As a Trust we are committed to ensure that all members of the community are valued, respected and welcome. As a result of this the Trust endeavours to make reasonable adjustments, in each school within the Trust, to ensure equality of opportunity for all. This will be reflected and embedded in all management practices and policy development.

Current provision

The provision within the individual schools of the Trust is detailed in the relevant Appendix.

EHCPs (Education, Health and Care Plans) & Personal Budgets

The RCT recognises that parents of children who have an EHC plan and young people who have such a plan have a right to ask for a particular educational institution to be named in the plan and for a Personal Budget for their support. The RCT is committed to working collaboratively with parents and young people in the allocation and use of any such budgets. However, the Trust is under no obligation to employ support providers that parents or young people might indicate as their preferred providers.

Audit

An audit of the provision at individual schools will be undertaken by the Local Governing Bodies every 2 years however, changes to legislation may require more frequent reviews. June 2020 saw the latest audit take place at both schools. This was carried out by Arion Development Limited and a budget was approved to see several recommendations implemented during the summer break of 2020. The audit should aim to identify any changes that could be implemented to improve equality and accessibility for disabled persons in accordance with Appendix 3. The Trust will update the Accessibility Action Plan accordingly and agree the timescale for further identified improvements.

Appendices:

1. Carre's Grammar School – current provision
2. Kesteven and Sleaford High School – current provision
3. Audit Checklist.

Linked Policy: Health and Safety

Adopted at the meeting of the Board – agreed in principle 24 February 2021 subject to Audits being updated and confirmed by GVO 24 March 2021

Next Review Date: February 2023 (2 years)

Appendix 1: Carre's Grammar School Accessibility and Disability Equality Scheme

Current provision

Access to Premises. The current provision within the school for disability access is:

- Four parking bays for disabled drivers (3 marked in Northgate Sports Hall car park and one marked behind the Gym), 2 parking bays can be reserved on site for disabled visitors informing the school in advance of their visit. There is one reserved bay for a member of staff at the front of school.
- Five ground floor toilets for disabled use – Reception area, Gym foyer, Northgate Sports Hall (3, of which 2 are in changing rooms)
- Ground floor toilets available in Maths & Science area (male); adjacent to Rm 33 and Rm 23 (male & female)
- Computer facilities are accessible and available at ground floor level in School House Rm 33, (although rear door has a low step) and Technology; first floor in Sports block / LRC; laptops compatible with school wireless system are also available from Student Support for use in other ground floor areas.
- Automatic door access to Main Reception.
- Lift in Sports Block for access to upper floor (LRC, Computer suite and Food Room).
- Ramp access to School House Rm 31, Conference room; level access to Rm 33 (although rear door has a low step) via rear entrance of School House
- Ground floor shower facilities in Sports block.
- Illuminated fire exits.
- Level access to ground floor for Reception, Meeting Room, Medical Room, The Chill, Big School Hall (except for Rooms 38 and 29) and The Technology building; Access to Rooms 38 & 39 via Big School Hall.
- Evacuation Chairs are now strategically positioned so can be used when evacuating via the stairs.
- Improvements to accessibility in summer of 2020 now sees ramped access to additional areas of the school. These are located at: Science and Maths blocks, front doors to Big School Hall and 6th form Conservatory.
- This has increased accessibility in school to all classroom facilities from 40% to 58.2%. This figure can increase further with future applications to the Condition Improvement Fund and will be considered at the next accessibility review.

Student Identification.

The school maintains an Inclusion Register which identifies students with known medical, learning or physical needs. Personal Education Plans are completed in consultation with the student and parents or carers. Student Support Mentors are employed, where necessary, to support full access to the curriculum. Student needs are identified in the following ways:

- Feeder school records and Transition forms completed by primary schools
- Baseline data on entry and at key points throughout their school career
- Achievement and attainment data through the school tracking process
- Information provided by parents
- Medical information
- Teacher monitoring of progress and engagement in the classroom

- Independent assessment of learning difficulties
- External agency input

Access to Curriculum. The school is committed to making reasonable adjustments to ensure that delivery and practice are inclusive. All students have access to the Curriculum at KS3, KS4 and KS5 with the curriculum tailored to suit individual need and resources adapted as necessary. Teaching styles and methodology are adapted to cater for student needs. All students are actively encouraged to participate in extra-curricular activities. Special educational needs are a regular focus of CPD to ensure that inclusive practice is at the heart of classroom delivery and school activities. Details of the school's targeted provision can be found in the SEND Information Report on the school website.

Access to Communications. Communication within the school is strong and enables the needs of individual students to be identified. Great emphasis is placed on the student voice and it is central to the planning of personal provision and quality assurance processes.

Date of last review: February 2021, following the Arion Report in June 2020 and subsequent premises works in Summer 2020

Appendix 2: Kesteven and Sleaford High School Accessibility and Disability Equality Scheme.

Current provision

Access to Premises. The current provision within the school for disability access is:

- Two parking bays for disabled drivers.
- Three ground floor toilets for disabled use – Kesteven Block with ramp access, Cattermole Block and Sports Hall.
- Automatic door access to reception.
- Lift in Cattermole Block for access to upper floor.
- Ramp access to sports hall and dance studio.
- Ground floor shower facilities.
- Illuminated fire exits.
- Zumtobel lighting in the Cattermole building and Communication centre.
- Contrasting paintwork in the Cattermole building.
- Contrasting colour strips on stairs.
- Improvements to accessibility in summer of 2020 now sees additional ramped access to the Language block and School House via the 6th Form common room and adjustments to improve accessibility to Dining Area doors.
- Evacuation Chairs are now positioned adjacent to lifts to be used when evacuating via the stairs.
- This has increased accessibility in school to all classroom facilities from 62.48% to 71%. This figure may increase further and will be considered at the next accessibility review.

Pupil Identification. The school maintains a Special Educational Needs Register and implements agreed levels of support at both Support (SEN K) and EHCP (SEN E). Individual Education Plans are completed in consultation with the pupil and parents or guardians. One to One assistants are employed, where necessary, to ensure full access to the curriculum. Pupil needs are identified in the following ways:

- Feeder school records.
- Baseline data on entry and at key points throughout their school career.
- Achievement and attainment data through the school tracking process.
- Parental information.
- Medical information.
- External agency input.

Access to Curriculum. The school has made reasonable adjustments to ensure all pupils have inclusivity. All pupils have access to the Curriculum at KS3, KS4 and KS5 with the curriculum tailored to suit individual need and resources adapted as necessary. All pupils are actively encouraged to participate in extra-curricular activities. Teaching styles and methodology are adapted to cater for pupil needs. CPD is organised for staff training.

Access to Communications. As a Charter Mark establishment the school is recognised as giving quality of service. Communication within the school is strong and enables the needs of individual pupils to be identified.

Date of last review: February 2021, following the Arion Report in June 2020 and subsequent premises works in Summer 2020

Appendix 3: Audit Checklist.

✓	What to cover	Tips
	<p>Accessibility plans must set out how the school will:</p> <ul style="list-style-type: none"> • Aim to increase the extent to which pupils with disabilities can participate in the curriculum • Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided • Improve the availability of accessible information for disabled pupils (statutory requirements) 	<p>An audit can help to identify potential barriers to access. For example:</p> <ul style="list-style-type: none"> • Are all the shelves in the library accessible to all? • Is there adequate lighting in all areas? • Is information provided in large print, braille etc.? • Do the curriculum and resources include examples of people with disabilities?
	Policy introduction	What is the purpose of the policy? What legislation does it comply with? How does it help the school meet its aims and values?
	Details of how you will make the school's curriculum, physical environment and information more accessible for people with disabilities	<p>This section of the policy should include:</p> <ul style="list-style-type: none"> • Targets • The strategies that will be employed to meet these targets • Timescales • Who is responsible for particular targets/strategies • Success criteria
	Monitoring and evaluating the plan	When was the plan approved? When will it be reviewed? By whom?
	Arion Development Ltd will be consulted to advise of recommendations	This forms part of the annual Health and Safety Competent Person provision provided by them.