



CAMERON HOUSE SCHOOL

4 THE VALE, LONDON SW3 6AH

ACCESSIBILITY POLICY

The Accessibility Plan is a statement of the aims and principles of Cameron House School to ensure that people with a disability flourish at the school. *This policy has due regard to KCSIE 2018. This policy also has due regard to the terms of the Education Act 1996 and Schedule 10 of the Equality Act 2010 and guidance provided by the Equality and Human Rights Commission as to its implementation in school. **This policy applies to all pupils including those in the EYFS.***

ISI Regulation: Schedule 10

1. The Governors/Proprietor/Head must prepare:
 - a. An accessibility plan;
 - b. Further such plans at such times as may be prescribed.
2. An accessibility plan is a plan for, over a prescribed period-
 - a. Increasing the extent to which disabled pupils can participate in the school's curriculum,
 - b. Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
 - c. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.
3. The delivery must be –
 - a. Within a reasonable time;
 - b. In ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.
4. An accessibility plan must be in writing.
5. The Governors/Proprietor/Head must keep the accessibility plan under review during 2018-2021 and, if necessary, revise it.
6. The Governors/Proprietor/Head must implement its accessibility plan.
7. The Governors/Proprietor/Head must have regard to the need to allocate adequate resources for implementation.

The three year plan should include how the school plans to (with timescales):

- Increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum;
- Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled;
- Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

DEFINITION OF DISABILITY

The Disability Discrimination Act, passed in July 1995, was amended in September 2002 to incorporate schools. The Act states: A person with a disability is: "one who has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day-to-day activities." An "impairment" has a long term effect if it has lasted or is expected to last for at least 12 months or for the rest of the life of the person concerned. "Substantial" is neither minor nor trivial. It will be unlawful for a Responsible Body to discriminate against pupils with a disability. From 1 October 2010, the Equality Act 2010 replaces all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. Discrimination is defined in the following different ways:

a. Direct discrimination: this is in effect treating someone unfavourably because of one or more protected characteristics, for example the refusal to accept pupils because of their ethnic origin or charging higher fees for girl pupils as opposed to boys.

b. Indirect discrimination: this means acting with regard to someone in a manner which has a greater impact on them and other people who share a particular protected characteristic than it does in relation to people who do not have that characteristic. Unless what is being done is objectively justified, that is indirect discrimination. This might apply, for example, where there is a rule to prevent pupils from having their heads covered which may discriminate against pupils of particular religions.

c. Perception: it is unlawful to treat a person worse than others due to the incorrect belief that that person has a protected characteristic, for example refusing admission to someone because it is believed they are homosexual even if in fact they are not.

d. Victimisation: it is unlawful to treat someone badly because they have complained about discrimination or helped someone else to complain, for example by acting as a witness.

e. Harassment: this is unlawful on the basis of protected characteristics.

AIMS OF THE SCHOOL

Cameron House School seeks to encourage a diverse community to which individuals may contribute as fully as possible. It aims to create conditions whereby staff and pupils are treated solely on the basis of their merits, abilities and potential by ensuring that no member of the School is unfairly discriminated against as a result of gender, colour, ethnic or national origin, age, social background, disability, religious or political beliefs, family circumstances or sexual orientation.

To this end, the School will:

- Make an undertaking to make all necessary reasonable adjustments to ensure so far as possible that disabled children are not prevented from accessing their education fully at school, and equally for the benefit of staff.
- Fulfil its legal obligations under the Equal Opportunities Act 2010 and any related or subsequent legislation.
- Seek to identify and remove all unjustified direct and indirect discrimination against people with a disability/learning difficulty.
- Pursue a consistent programme of development and improvement in facilities, in processes and in the skills, knowledge and understanding of staff to meet the needs of people with a disability/learning difficulty.
- Liaise with national organisations and local support services to ensure that a range of options, resources and facilities are identified for the benefit of individuals.

In Addition:

- Admissions from potential pupils or applications for employment are assessed on the basis of the applicant's aptitudes, abilities and qualifications.
- Disabled staff and pupils have access to the appropriate support and adaptations to enable them to be fully included in the life of the School.
- The views of the individual pupil or member of staff are taken into account at all times when their requirements are being assessed.
- Members of staff working with disabled people, either as colleagues or pupils, have appropriate information and support.
- The School will take steps to enable staff and pupils who become disabled during their time at the School to continue in their chosen career or school career, wherever possible.
- The School will endeavour to accommodate disabled visitors, wherever possible, to enable them to participate in events held on school premises. So far as is reasonably practicable and within the constraints of existing buildings, the School locations are accessible and safe for disabled people.

IMPLEMENTATION

The School expects all staff to be aware of this policy and its related Code of Practice to treat disabled people, whether pupils, staff or visitors, fairly with respect and in accordance with this policy.

2. DISABILITY CODE OF PRACTICE

ADMISSIONS

- All parents of pupils who are being called for interview should be asked if they require any assistance to enable them or their child to access the buildings and/or to participate fully in the interview and assessment, for instance the provision of information or tests in an alternative format.
- Applications from all pupils will be assessed on the basis of academic suitability. Discussions about the support requirements of pupils will be separate from that consideration.
- The School will make available clear information about access to buildings and support facilities to enable the parents of disabled pupils to make an informed choice of School.
- The School will identify a designated member of staff with whom the parents of disabled pupils may discuss the curriculum, the teaching and the learning activities entailed, to ensure that any learning support and other needs are clearly identified. Designated member of staff will receive appropriate training.

- No pupil will be refused a place at the School on the grounds of disability alone before an opportunity has been provided for full consideration of the specific support or facilities required, in consultation with the Head, the Special Educational Needs Team and others whose expertise may be required, for the specific situation.
- If a pupil is rejected on grounds other than academic considerations, a record of the decision and the reasons for it will be kept for one year. When requested, the School will give feedback to the pupil's parents.

CURRICULUM AND ASSESSMENT

- The School will take appropriate steps to ensure that lessons are organised in ways, which offer the best possible opportunities for full participation by disabled pupils.
- The School will identify designated members of staff with whom disabled pupils and their parents may discuss the specific requirements of their intended curriculum, in advance, to ensure that learning support and other needs are identified and made known to relevant staff. This mechanism will also be used to enable pupils and their parents to discuss any emerging needs and identify appropriate possible courses of action to address those needs. Designated members of staff will receive appropriate training.
- Appropriate modes of examination and assessment will be determined after consultation with the pupil and their parents, relevant academic staff, the Special Educational Needs Coordinator and others, as necessary, to enable pupils to demonstrate that they have met the criteria for progression or the conferment of an award. The purpose of any special arrangements shall be to compensate for any restriction imposed by the disability without compromising academic standards.
- Any request for special arrangements, in relation to examination and assessment procedures will be considered. Applications for such consideration in external examinations must be made by the parents. The school will assist if necessary.
- The School will take all appropriate steps to ensure that a pupil who becomes disabled during their career at the School has every opportunity to remain at the school through the provision of the same level of adaptation and support as a comparable pupil who is disabled at the start of their school career.
- The School will aim to ensure that disabled pupils have equal access to all pupil facilities. While it is recognised that some of these facilities are located in other buildings the school uses, which have access problems, the School will ensure that the facility can be provided in such a way that the needs of the disabled pupil are met. Examples of this would be assistance in the library to obtain books, provision of information in Braille or large print, special keyboards and software programmes.
- The school will make anticipatory reasonable adjustments to meet the other needs of disabled people.

HEALTH AND SAFETY

- The School will ensure that all pupils, including pupils with special educational needs and disabilities, are familiar with emergency evacuation procedures and all other Health and Safety issues within the Schools that affect them.

DISABILITY CODE OF PRACTICE

Code of Practice on Employment

- The Equal Opportunities Act 2010 makes it unlawful for Schools, and therefore, any of its employees to discriminate in the field of employment, against a disabled person for a reason that relates to the person's disability, if that treatment cannot be justified. This applies not only to requirements, but also to all areas of employment including the terms of employment, opportunities for promotion, transfer or training, dismissals or redundancies. This Code of Practice aims to ensure that the School acts within the law.

Wherever practicable, the School will:

- Seek to employ disabled people in jobs suited to their aptitudes, abilities and qualifications.
- Seek to ensure that disabled employees are considered for promotion according to their aptitudes, abilities and qualifications.
- Ensure that disabled people are not disadvantaged when the renewal of fixed term contracts is being considered.

RECRUITMENT

- Application and selection procedures used in the recruitment and selection of staff should encourage disabled people. All applicants should be asked when being called for interview if they require any assistance to enable them to participate fully in the interview, for example an accessible interview venue, a signer or the provision of information in an alternative format.
- All candidates will be assessed on their abilities, qualifications and experience according to the objective criteria developed for the post. It may be that a "reasonable adjustment" would be required to allow a disabled candidate to meet the criteria but it should be assumed, in deciding whether the individual meets the criteria, that the appropriate adjustment had been made. For example, no candidate will be rejected simply on the basis that they cannot gain access to the building and detailed discussions should take place with the Head of School before any decision is made. Most arrangements to accommodate disabled employees can be

made within existing resource constraints or at minimal cost. It should, therefore, not be assumed that employing disabled people would cause problems or generate significant additional cost.

SUPPORT IN EMPLOYMENT

- Some disabled people may require additional support when settling into their working environment. Heads of Department and colleagues should ensure that particular needs are discussed with the individual concerned. In particular, consideration should be given to any adaptation e.g. provision of equipment, modification to the working environment or to the organisation of the post, which may be necessary to enable the individual to work on equal terms with non-disabled colleagues. Any necessary modifications should ideally be agreed and carried out before the individual commences work. Some of the adjustments may have implications for other staff and it is important that they are consulted about proposed changes. Consideration should also be given to parking facilities, toilet facilities and health and safety issues such as fire alarms and procedures.

CONFIDENTIALITY

- Where the disability is not obvious, the individual should be asked if they wish their colleagues to be informed of their disability and Heads of Department should respect their wishes in this regard. In certain cases, it may be appropriate for some colleagues to be aware of the condition in order to be able to respond appropriately in cases of emergency.

TRAINING

- Training should be made available to disabled people on the same basis as their colleagues. Where special arrangements are required, for example, accessible training accommodation or braille handouts, this should be put in place.

MEMBERS OF STAFF WHO BECOME DISABLED

- Losing the services of a member of staff who becomes disabled can deprive the School of a considerable asset in terms of the skills and experience of the individual as well as an investment in that individual's training and development. Where practicable the School will attempt to retain staff who become disabled and to ensure suitable employment for them. Senior members of staff should deal as sensitively as possible with these situations and seek help where required. Help should be sought when considering not only the possible effects of the disability but also other consequential disadvantages, such as loss of status, financial loss and reduced self-esteem. The School is required by law to make reasonable adjustments to enable the individual to continue in the post.

There are a number of possible options to consider:

Continuing in the same post – Where the disability has occurred as the result of an accident, for example, the individual has been absent from work for some time, the School should be flexible and sensitive in assisting staff to return to work. In circumstances where it is envisaged that some difficulties may be encountered the School should consider a gradual return to work or a permanent reduction in hours until confidence and ability are fully restored, or a trial period of up to twelve weeks can be used to try to assess whether the member of staff can cope with the old job or a new one.

Re-deployment – Where it is not practicable for the individual to continue in their former post, the School should attempt to redeploy the individual into a suitable alternative post. The individual's qualifications and skills as well as their own preferences in terms of type of work should be taken into account when trying to identify a suitable vacancy. Individuals have recourse to the Grievance Procedure if they are not satisfied that they have been treated fairly.

Premature retirement on grounds of incapacity – Where it has been decided that redeployment is impracticable, the member of staff may be considered for retirement on the grounds of medical incapacity under the normal terms of the appropriate procedure.

Termination of employment -If all other options have been explored and found to be impracticable, dismissal on grounds of incapacity should be considered. If it proves to be necessary, termination will be in accordance with the appropriate procedures, which include a right of appeal.

In some cases, the disability will be a progressive condition, which develops over time and a number of the options will be appropriate at different stages. For example, the individual will probably be able to continue for some time in their existing post, with or without appropriate adjustments, before any of the other options require to be considered.

VISITORS

Where the School is used for School events and community events, by visitors and members of the public the School will aim to ensure that all buildings intended for use by these groups are accessible. Provision of information will also be required for emergency and evacuation procedures.

RESPONSIBILITIES

All School staff are expected to be aware of this policy and treat disabled people, whether pupils, staff, visitors, members of the public in accordance with these provisions. In particular, Heads of Department will be responsible for ensuring that the policy is communicated effectively and is being implemented in their areas of control.

MOVING FORWARD – The 3 Year Plan 2018 – 2021

Cameron House continuously aims to make improvements in accessibility for disability to the school accommodation. The following plan outlines the improvements that will be made during the 3 year period 2018 - 2021. At the end of this period and throughout the process, this plan will be monitored and reviewed and a new plan will be drawn up for the next 3 years. Those involved will include the Principal (Proprietor), Headmistress, SLT and others as appropriate.

- Liaising with our LEA (RBKC) and any commercial professional expertise needed, a full Accessibility school assessment will be carried out in order to identify the areas where Cameron House can improve and what changes can be carried out and procedures put into place. These may include some of the following:
- For those with any visual impairment – assess the lighting throughout the school, and in particular in the Entrance hall and School Office for visitors. Professional advice will be sought for this
- For those with hearing difficulties – check existing telephones which all have a speaker phone facility to ensure these function appropriately and are effective for all users
- For those with physical disabilities – investigate the installation of additional handrails in the toilets, an alarm system or panic cord in the toilet and check all sinks have taps which levers rather than twists for easy use.
- Removable wheelchair access ramps to ensure easy access into the ground floor and school office for visitors.

Revised by Dina Mallett: September 2018

Review Date: September 2021

Approved by: Josie Cameron Ashcroft September 2018 Next Review: September 2021

Appendix 1:

USEFUL CONTACTS

The following list gives examples of organisations that are able to provide assistance and offer disability training. In addition Local Authorities run short tailor-made training courses on disability issues. This list is not intended to be comprehensive. There are other organisations that offer help.

1. AbilityNet West, c/o Hewlett Packard, Filton Road, Stoke Gifford, Bristol BS34 8QZ Telephone: 0117 31 27362 Facsimile: 0117 31 27364 Website: www.abilitynet.org.uk

Ability Net offers a comprehensive range of services to pupils, professionals, schools and statutory bodies and provides free information and advice on any aspect of the use of a computer by someone with a disability.

2. British Dyslexia Association, 98 London Road, Reading RG1 5AU.

Telephone: 0118 966 8271. E-mail: info@dyslexiahelp-bdadyslexia.demon.co.uk Website: www.bda-dyslexia.org.uk

The British Dyslexia Association offers advice, information and help to families, professionals and dyslexic individuals. The BDA is working to raise awareness and understanding of dyslexia and to effect change.

3. Centre for Studies on Inclusive Education (CSIE), Room 2s203 S Block, Frenchay Campus, Coldharbour Lane, Bristol BS16 1QU. Telephone: 0117 344 4007. Website: inclusion.org.uk

CSIE gives information and advice about inclusive education and related issues and publishes the "Index for Inclusion".

4. Department for Education, Buildings, Great Smith Street, London SW1P 3BT. Telephone: 0370 000 2288. E-mail: www.education.gov.uk/contactus Website: www.education.gov.uk

The DfE website offers guidance, information and links to all areas of education and training for adults and young people.

5. The Equality Human Rights Commission, EHRC, 3 More London, Riverside Tooley Street, London, SE1 2RG Website: www.equalityhumanrights.com Provides guidance, advice and legal representation regarding disability led issues, offers downloadable versions of Acts, Codes of Practice and advice to service users and providers.

6. MENCAP, 123 Golden Lane, London EC1Y 0RT.

Telephone: 0207 454 0454. E-mail: information@mencap.org.uk Website: www.mencap.org.uk

Mencap works with children and adults with learning disabilities and their families and carers to improve their lives and opportunities.

7. NASEN, Nasen House, 4/5 Amber Business Village, Amber Close, Amington, Tamworth, Staffs B77 4RP. Telephone 01827 311500. E-Mail: welcome@nasen.org.uk Website: www.nasen.org.uk

Nasen offers a range of courses, publications, resources and advice for schools, parents, governors, and LEA's on supporting learners with special educational needs.

8. The National Autistic Society, 393 City Road, London EC1V 1NG.

Telephone: 020 7833 2299. E-mail: nas@nas.org.uk Website: www.nas.org.uk

The National Autistic Society provides information, advice, training and support to families, professionals and organisations supporting people with Autism and Aspergers syndrome.

9. Royal National Institute for the Blind (RNIB), PO Box 173, Peterborough, PE2 6WS. Telephone: 0845 702 3153.

E-mail: cservices@rnib.org.uk Website: www.rnib.org.uk

RNIB offers practical support and advice to anyone with a sight problem.

10. Royal National Institute for the Deaf (RNID), 19-23 Featherstone Street,

London EC1Y 8SL. Telephone: 0808 808 0123 (Freephone). E-mail: information@hearingloss.org.uk Website: rnid.org.uk Gives information and raised awareness of deafness, hearing loss and tinnitus. Provides training courses and consultancy.

11. RNIB Transcription Centre Southwest, 2 Whiteoaks Court, David's Lane, Ivybridge, Devon PL21 0DW. Telephone: 01752 690092. Facsimile: 01752 698329 Services for publications, equipment, games, information about transcription and library services, magazines, Braille, Moon, large print, tape and publishing services for businesses and organisations.

12. SCOPE, PO Box 833, Milton Keynes, MK12 5NY (Please include a SAE for a reply). Telephone: 0808 800 3333 (Freephone). E-mail: response@scope.org.uk Website: www.scope.org.uk

Reviewed by: Hugh Freeland (Health and Safety Officer)

Date Reviewed: September 2018

Next Review: July 2020