



# Archbishop Tenison's

CHURCH OF ENGLAND HIGH SCHOOL

## School Policy 3c – Disability Equality

It should be read in conjunction with the overarching policy for **Equal Opportunities in Education**. The Governors' Committee responsible for this is the Ethos and Pastoral Care Committee. The person in the school who prepares the text of this policy for the Governors is the Headteacher. This policy was last reviewed in February 2020 and is reviewed annually.

### Introduction

Archbishop Tenison's CE High School welcomes its general responsibilities under the Disability Equality Duty to have due regard to the need to:

- Promote equality of opportunity between disabled and non-disabled people;
- Eliminate discrimination that is unlawful under the Disability Discrimination Act;
- Eliminate harassment of disabled persons that is related to their impairments;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life; and
- Take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

The school site presents a number of difficulties for physical access located as it is over a number of levels and buildings. Enhanced physical access is facilitated by ramps and handrails where possible; however, there are still many areas of the site that cannot be reached. The school remains a less than optimum location for students, staff and visitors requiring full accessibility assistance.

Nevertheless, substantial improvements can be considered the aims of which can be summarised as:

- To improve the physical access for students and adults with disabilities
- To increase the extent to which students with disabilities can participate fully in the curriculum and additional activities
- To address the diverse learning needs of students with respect to the learning environment and educational services

This scheme sets out the steps that the Governing Body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

### Rationale

Archbishop Tenison's is committed to ensuring equality of education and opportunity for disabled students, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled students.

The achievement of disabled students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

This school draws on Christian values as the basis for its work to improve equality for and tackle discrimination against disabled people.

### Definition of Disability

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The Disability Discrimination Act (DDA) 1995 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'. According to the DDA, impairment is to be treated as affecting the person's ability to carry out normal day to day activities, only if it affects one or more of the following: mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger. The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with mental illness no longer have to demonstrate that it is 'clinically well recognised'; although the person must still demonstrate a long term and substantial adverse effect on his/her ability to carry out normal day to day activities. In addition to pupils with long term impairments which significantly impact on their day to day activities - all pupils with SEND and those with long term medical needs are treated as disabled for the purposes of the Act and equality.

### ***The effect of our policies and practices on disabled people***

We recognise that our policies and practices may impact on disabled people and in particular on:

- The recruitment, development and retention of disabled employees;
- On the educational opportunities available to and the achievements of disabled people.

### **Responsibilities:**

- Governors acknowledge that information gathered from a wide range of sources will be required in order to identify the actions needed to take to promote disability equality. They will ensure information is gathered in relation to both employment and delivery of services.
- The Headteacher, Deputy Headteacher and other senior leaders will ensure that Governors have information as is needed for accurate reflection on the school's fulfilment of this duty.
- The school's SEN Curriculum Leader collates information on the progress of disabled pupils from subject teachers, Heads of Department, Form Tutors and Heads of Year and will include this in her report on pupil achievement to the Governing Body through the designated SEND link Governor and the termly Headteacher's Report.
- Heads of Year and Heads of Department monitor access to extra curricular activities (inside and outside the school day) for all disabled pupils. This includes school visits. They take steps to ensure that any unnecessary and improper hindrances to such access are overcome.
- Administrative staff ensure that appropriate enquiries are made of parents about a pupil's needs whenever a school place is offered.
- The Head of Year 7 and the Learning Support Manager liaise with other schools on transition. Initially through the London Borough of Croydon questionnaire, completed by feeder primary schools, for all new year 7 pupils, followed up by a visit where necessary – thus enabling reasonable adjustments to be in place as soon as possible.
- Subject teachers and Form Tutors aim for social relationships to be enhanced for all, including for those pupils with and without disabilities through the taught and pastoral curriculum, with a particular focus on this in PSD lessons.
- The School Chaplain and the Assistant Chaplain are able to provide support to all pupils, including disabled pupils, as needed.

- The School Council exists to provide all pupils with an opportunity to reflect on and speak about their experience in the school; the Haven Club supports those who need a supervised space and additional pastoral care at lunchtime.
- Those involved in the different stages of staff recruitment and leading staff development ensure that disabled staff have equal access to opportunities, training and promotion.

### **Principles**

- Intervention - the plan for accessibility overlaps with activity in other areas of the school such as the Intervention Faculty that facilitates access to the curriculum for all our students including those with SEN needs.
- Curriculum - Archbishop Tenison's actively promotes positive attitudes to all individuals regardless of race, gender, disability or age through all that we do but specifically through the delivery of the PSD curriculum.
- Inspections - regular inspections of the premises are in place, which include consideration of any matters that are detrimental to health and safety. This will include any accessibility deterioration.
- Building Works - as building work and developments of the site are undertaken accessibility will always be considered. This is in line with the policies of the Southwark Diocesan Board of Education and London Borough of Croydon that any additions to the school buildings must be fully accessible for students and adults with physical disability or sensory impairment.
- Anticipation - consultation is in place with other schools to ensure that individual students with particular needs are identified sufficiently early to enable actions, as far as they can be, to be put in place. This could include class location planning to minimise/eliminate limitations that accessibility restraints might otherwise cause.
- Planning - any new buildings would be constructed to facilitate easy access for all.

### **Physical planning**

- The school has a considerable number of stairs at frequent intervals. Some parts of the existing school building are limited by stair access and in these cases the installation of lifts is not feasible. In these situations curriculum resources and rooms available are such that thoughtful allocation of the accessible rooms on the timetable will facilitate access.
- The School has one lift which is situated in the double storey mobile classroom unit known as C block.
- A number of ramps exist around the site to allow wheel chair access to some areas of the school but access remains restricted to many areas. In these areas the space available is insufficient to easily construct additional ramps.
- Existing classrooms do not always meet the standard required for those with visual impairment. Where refurbishment work is planned lighting is replaced as part of the work wherever possible.
- Generally door widths are not large enough to accommodate wheelchair users and swing doors to facilitate fire prevention may be hazardous. It is not possible to enable wider access to wheelchair users without major rebuilding of the existing school building and this level of capital investment would be the responsibility of the Southwark Diocesan Board of Education and London Borough of Croydon. Wheelchair users and those students on crutches are permitted to leave lessons a few minutes early to protect both them and other students.

- Generally corridors are not wide enough to safely accommodate wheel chair users. It is not possible to enable wider access to wheelchair users without major rebuilding of the existing school building and this level of capital investment would be the responsibility of Southwark Diocesan Board of Education and London Borough of Croydon. Wheelchair users and those students on crutches are permitted to leave lessons a few minutes early to protect both them and other students.
- Disabled toilet facilities are available.
- There is one disabled parking space allocated in the main car park.
- Some specialised equipment is available within the school but as this is specific to individual need, cost makes it inappropriate to hold stocks of such equipment. The school will obtain appropriate equipment as required and this may include: special desks/chairs, computer equipment/software; science and technology equipment.

### **Review, Monitoring and Evaluation**

To ensure that Archbishop Tenison's continues to move in the right direction, annual audits are undertaken by the Health and Safety Officer and progress reported to the Staff, Finance and Premises Committee of the governing body.

Any new development or building refurbishment has to take into account any necessary appropriate improvements to facilitate easy access for all.

The nature of the school site is such that Archbishop Tenison's is at the moment unlikely to be an optimum school with regard to accessibility. However, considerable improvements have been made in recent years and further improvements can be achieved, as the building is modernised, subject to the necessary finance being available.