



Accessibility Policy

Reviewed by:	School Principal
Date:	1 January 2025
Last reviewed on:	1 September 2024
Next review due by:	31 August 2025
Version control:	3
Approved by:	Tracey Storey, CEO

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This policy is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

Definition (Equality Act 2010)

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities" Physical or mental impairment includes sensory impairments and hidden impairments. In the Disability Discrimination Act '**substantial**' means '**more than minor or trivial.**' '**long-term**' means **has lasted or is likely to last more than 12 months.**

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial, and long-term.** All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of learners are therefore included in the definition.

This policy also considers responsibilities imposed on Melrose Education or one of our schools when referring to The Children and Families Act 2014 - children and young people with special educational needs (SEN), disabled children and young people, and the SEN and Disability Code of Practice 0–25 years.

Normal Day-To-Day Activity

The test of whether the impairment affects normal day-to-day activity is whether 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
- Perception of risk of physical danger
- Learning and/or cognition
- Emotional well-being

The Accessibility Policy

This is structured to complement and support each of our school's equality and inclusion objectives and will similarly be published on the company's, and each school's, website. We are committed to providing an environment that enables full curriculum access that values and includes all learners, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 regarding disability and to reinforcing our culture of inclusion, support, and awareness within the school.

Each of our school's commitment is to:

Increase access to the **curriculum** for learners with a disability, with the aim that learners with a disability are as equally prepared for life as are our learners who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this

covers teaching and learning and the wider curriculum of each school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these learners in accessing the curriculum.

On successful referral of SEN learners to one of our schools, each school support team will consult and plan for all areas of the educational health plan, ensuring, where possible, effective integration into the curriculum and school.

To improve access to the **physical environment**, we are committed to adding specialist facilities, as necessary. This includes improvements to the physical environment of the school site and physical aids to access education within a reasonable timeframe.

Each of our schools are in continual development to ensure that accessibility for all learners, regardless of their educational, physical, or emotional status, is accommodated to the best of each school's ability.

If a school cannot meet the learner's needs, the team will work with strategic partners to ensure that positive pathways are identified.