

Accessibility Procedures Fullerton House School and Wilsic Hall School

Policy:

This document sits within the Single Equality Scheme for Hesley Group, [Corp 9.1](#), and is covered by the principles stated in policy and the Equality Act 2010. Please also see Practice Guidance – Disability Discrimination Duties - People supported by Hesley Group Services and Hesley Group Employees, [Corp 9.1.1](#).

Hesley Group is committed to ensuring equal access to services for each child and young person we support. The Fullerton House School and Wilsic Hall School senior leadership teams will ensure that they assess, consult, plan and make changes necessary to achieve the outcomes set out below.

Outcomes:

To ensure that our pupils are able to access educational and social opportunities in a way that takes full account of their individual ability and personal support needs, respects their dignity and promotes independence.

To apply the concept of reasonable adjustment within the existing school buildings for pupils with additional needs.

Definition of Disability:

In the Equality Act 2010, a person is described as having a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

Action Required by School Leaders:

The school will assess the accessibility of the school, produce an Accessibility Action Plan that sets out a framework for responding objectively to a) the generic needs of the school environment and b) the specific needs of each child or young person. The plan will be reviewed annually.

Where new pupils are being assessed for admission, the environmental assessment process using the agreed admission processes form - Impact Assessment, [ReS 1.1.5](#), and Environmental Assessment Form, [ReS 1.1.5A](#), to enable forward planning to anticipate children and young people's changing needs. The Accessibility Plan must be updated with any changes as a result of this and information shared with the centre of the organisation in order to access appropriate resources.

To be aware of the cultural, religious or ethnic needs of each young person and to have strategies for meeting these needs.

Policy Document No: Corp 9.1.2

To ensure all school staff are made aware of the individual learning needs of each young person and to have strategies to provide an appropriate level of support in a variety of settings.

To ensure the school and its staff pay a close regard to the rights and dignity of each young person.

The individual programmes and plans of each young person to be reviewed on a termly basis, evaluating targets and teaching strategies, aids, equipment and any changing circumstances and needs.

School will undertake an accessibility assessment of the school every three years, as required in the Independent Schools Regulations 2014 and associated legislation. Please see the School Accessibility Plan, [Corp 9.1.3](#), and the School Premises Accessibility Assessment Document, [Corp 9.1.4](#).

Action Required by Hesley Group Organisation:

Ensuring through effective governance that the school has a plan in place, has completed all the actions listed above and communicates effectively with the centre for the organisation about emerging or unmet needs and resourcing matters.

Responding as an organisation to the individual needs of all young people by ensuring organisational resources are available to provide equality of access to specialist support and expertise throughout the time each young person attends the School.

To be aware of changing trends within the School population, for example in relation to medical and therapy needs, mobility, communication and additional support.

The school buildings and grounds to be planned and where necessary, adapted to facilitate accessibility, safety, independence, achievement, equality and dignity for all.

To provide regular training in manual handling, child protection and health and safety issues.

To build on Hesley Group existing learning disability focused training and learning to provide opportunities for our staff to develop their understanding in relation to sensory and physical disabilities.

To work proactively with other agencies, families and statutory authorities, keeping them informed of the school's policies relating to complaints, equal opportunities, child protection and health and safety.