

## **THE PAVILION DISABILITY ACCESS POLICY**

The Pavilion has an obligation under the Equality Act 2010:

- not to treat pupils who are disabled less favourably for a reason related to their disability;
- to make reasonable adjustments for pupils who are disabled, so they are not put at a substantial disadvantage;
- to draw up plans to show how, over time, we will increase access to education for pupils who are disabled.

This policy sets out the proposals of our school to increase access to education for pupils who are disabled in the three areas required by the planning duties of the Equality Act:

- to be sensitive to the needs of every child
- to reduce barriers to learning in every area of school life
- to ensure the curriculum is accessible to every student
- to keep equality of opportunity enshrined in our practice
- to have regard to any Department for Education's guidance as may be in force and amended from time to time

### **Statement of Intent**

The Pavilion is committed to reviewing and revising the Disability Access Policy annually. Regular disability Access Audits are undertaken as part of this process.

In determining what is reasonable the school will have regard to:

- The financial resources available to the school
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments
- The extent to which aids and services will be provided via a Statement of Educational Needs statement, or by provision paid for outside the school's resources
- Health and Safety requirements
- The interests of other pupils
- The need to maintain academic, musical, sporting or other standards

The Equality Act describes a person who is disabled as having

‘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’.

Physical impairment may cover mobility difficulties and sensory difficulties such as hearing and visual impairment, and medical conditions such as asthma, diabetes, epilepsy or HIV.

Mental impairment includes neurological deficits such as specific learning difficulties; autistic spectrum conditions (ASC), speech and language difficulties, mental health conditions and attention deficit hyperactivity disorder (ADHD).

A very large group of children is included within the definition of disability, including children with significant behaviour difficulties which relate to an underlying impairment.

### **Identifying the needs of pupils**

Parents, carers and teachers collaborate to identify and provide for the needs of individual pupils, as outlined in pupil profiles, individual educational plans and school individual health plans.

Parents will also be asked to provide copies of any professional reports e.g. Educational Psychologist's report or professional reports from other agencies or a Statement of Educational Needs (if applicable). Early notification is of great value, as it will enable the school to consider whether reasonable adjustments need to be made for a disabled child during the admissions process and what reasonable adjustments, if any, can be made to support the child's future education during his/her time at The Pavilion.

The Pavilion comprises of several sites – all of which are wheelchair accessible.