

DISABILITY, DISCRIMINATION AND ACCESSIBILITY PLAN 2022 – 2025

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Preface

This plan details how Guildhouse School London intends to increase the accessibility of its activities and facilities from 2022-2025. Guildhouse School London is committed to providing an inclusive environment for its students whereby all students will be able to participate in all aspects of school life. The school will seek to identify and address any barriers which prevent students with disabilities from accessing the school's facilities.

This policy should be read in conjunction with Guildhouse School London's Equality and Diversity Policy.

Definition of Disability

The Disability Discrimination Act (DDA) defines a disabled student as someone who has "a physical or mental impairment which has a substantial and long-term adverse effect on his or ability to carry out normal day-to-day activities".

The definition includes sensory impairments, learning impairments, dyslexia, diabetes, epilepsy, ADHD, severe allergies and major illnesses.

What 'substantial' and 'long-term' mean

'substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed.

'long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection.

Statutory Duties

Guildhouse London, and its proprietor CATS Global Schools (CGS) recognises its duty under the DDA, as amended by the SEN and Disability Act of 2001 and Schedule 10 of the Equality Act 2010 'Accessibility for Disabled Pupils', and aims to:

- Increase the extent to which disabled students can access all aspects of the school's curriculum and extra-curricular activities
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled students can take advantage of the educational opportunities and other facilities offered by the school
- Not to discriminate against or treat disabled students less favourably
- Take reasonable adjustments to avoid disadvantaging disabled students access to the curriculum and extra-curricular activities. The duty to make reasonable adjustments refers to all aspects of school life. In deciding whether a step is reasonable, the school may consider the need to maintain:
 - Academic standards
 - Available resources

- Practicalities of the proposed adjustment
- The health and safety of all students and staff

Organisation and Responsibilities

The school's Governing Body and Senior Leadership Team undertake:

- to review the school's policies and facilities to maximise accessibility by those with additional needs
- to make recommendations regarding how to improve accessibility by planning and evaluating improvements
- to monitor implementation of this plan and review the plan at least every 3 years

Awareness

All members of the school community must be made aware of disability and accept and support disabled students.

INSET will be provided to increase understanding of disability and the need to make reasonable adjustments to comply with our legal duties and to improve our educational provision.

This emphasis on acceptance and support for all students is mirrored in the school's Equality and Anti-Bullying Policies.

Increasing Access to School Curriculum

- The school's staff will continue to advance their understanding of common forms of disability to gain a better understanding of relevant issues facing students with these conditions and best practice methods of supporting them.
- Staff will be made aware of students with a disability or special educational need by a member of the Senior Leadership Team.
- The requirements of any student with additional needs admitted to the school will be discussed with appropriate staff and a programme of appropriate special provision will be made. The school may recommend learning support as per the ALS policy.
- Individual programmes of support will be prepared and evaluated on a regular basis.
- Staff will adapt their teaching to all students' abilities - INSET will be organised to instruct staff in and discuss best practice/strategies.

Improving Access to Physical Environment

- Guildhouse London will purchase additional specialist equipment or support for individual students on an individual needs basis.
- The school has lifts to its separate floors. However, this will be kept under review.
- The school will make any further reasonable adjustments to ensure that disabled students and staff can still participate in school activities.

Improving Access to Information

- In disseminating information, we will take account of disabilities, be they of student or parents, and recognise that communication with a parent may need to be by telephone rather than email (or vice-versa).
- The school will seek to make reasonable adjustments so that information can be made available in alternative formats such as braille, audio tape, large print or through sign language.

School Targets – Ensuring no Disadvantage

Target	Description	Action	Review Date
1.1	To ensure staff are aware of the provisions of the DDA and Equalities act and its implications for classroom practice and beyond	<ul style="list-style-type: none"> Policy provision and reminders Training update sessions 	Annually
1.2	To screen all students on arrival at the school with tests (eg ALIS)	<ul style="list-style-type: none"> Tests administered on arrival at school or as soon as practicable afterwards Results used to inform staff of entry IELTS levels and to identify students in need of further testing Student Services follow up late arrivals 	Sep & Jan
1.3	Support identification of students with learning issues over the year not picked up by initial testing. Targeted sessions provided for underachievers	<ul style="list-style-type: none"> Underachieving students identified after every reporting cycle. ALT ensures lists discussed with Curriculum Directors so as to identify what action is being taken 	½ Termly
1.4	Review list of students identified as having SEND	<ul style="list-style-type: none"> Liaise with staff on clear strategies for staff on how to support learning 	Termly
1.5	Intranet (“Shackleton”) to track student learning issues and provide clear overview of learning progress with full staff access	<ul style="list-style-type: none"> Tracking learning with regular reviews of student performance 	Regularly
1.6	Regular reviews of student work undertaken; termly measuring of progress against target	<ul style="list-style-type: none"> Staff training undertaken for new and existing staff 	Termly
1.7	Allowing students with a range of learning styles to access the curriculum	<ul style="list-style-type: none"> Train staff in delivery Lesson plans in place INSET on differentiation and learning styles 	On-going
1.8	Information accessible to students in lessons in a variety of formats	<ul style="list-style-type: none"> Staff using interactive boards, worksheets, audio and visual methods to communicate information 	On-going
1.9	Disabled students able to access the full curriculum	<ul style="list-style-type: none"> All current facilities fully accessible 	On-going
1.10	Ensure admissions staff are fully aware of their responsibilities under the Equalities Act to ensure students are not put at a substantial disadvantage in matters of admission and education	<ul style="list-style-type: none"> Meetings with senior admissions staff to outline their clear responsibilities 	On-going
1.11	Ensure disabled access to rooms in accommodation	<ul style="list-style-type: none"> Premier House fully DDA compliant, including wheelchair, lift and First Aid access 	On-going
1.12	Ensure disabled provision continues to be reviewed as school grows	<ul style="list-style-type: none"> SLT, Operations and Governing Body involvement 	Annually

Related Policies

Curriculum Policy

Additional Learning Support

Equality & Diversity Policy

Health & Safety Policy



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