



TOLLGATE CAMPUS

**DISABILITY EQUALITY STATEMENT AND
ACCESSIBILITY PLAN**

This statement has been drawn up in compliance with current legislation and requirements of The Equality Act 2010 (schedule 10, relating to disability). Reference has also been made to The Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in “Accessible Schools: Planning to increase access to school for disabled pupils” issued by DCSF (DfE) in July 2002.

This policy should be read in conjunction with other Trust policies: SEND, Equality, Diversity and Community Cohesion, CPD, any Personal Emergency Evacuation Plans (PEEPS) and Safeguarding.

School governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over 3 years.

Introduction

Tollgate Campus is committed to promoting equality for all. This statement represents the response of the Governing Body to its duties to promote equality for disabled people.

When is a person disabled?

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.

What are normal day to day activities?

Normal day-to-day activities are those which are carried out by most people on a fairly regular and frequent basis.

The test of whether an impairment affects normal day-to-day activities is whether it affects one of the broad categories of capacity listed in Schedule 1 to the Act. They are:

- 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 the risk of physical danger.

The Involvement of Disabled People

We are committed to the involvement of disabled people in the development of this statement. The following steps have been taken to secure this involvement:

- local organisations for disabled people have been approached for their comments;
- disabled members of staff have been involved in the group devising this statement;
- parents of disabled children attending the school have been asked to contribute;
- union representatives have been asked for their views;
- the school has had regard to the Local Authority protocol, and
- the School Council has been asked to comment on the treatment of disabled pupils by staff and their fellow pupils in school.

Impact Assessment

We are aware that any statement must be backed up by action.

we will continue to review all policies and practices on a rolling programme in respect of their effect on promoting disability equality;

- we will collect and analyse relevant statistical information (see below);
- we will collect qualitative information on the confidence and enjoyment of disabled people (see below);
- we will review advertising with a view to making it more encouraging to disabled people;
- we will examine information for parents and transfer induction for children with a view to making it more encouraging for children;
- we will make appropriate reports (see below);
- we will introduce an equality assessment on new developments; and
- while the number of disabled people in a relatively small organisation make targets impossible to set with any validity, we will aim to increase over time the number of disabled people in our employment and attending the school.

Information

We recognise the importance of collecting, analysing and acting upon information, if we are to discharge our equality duty. Accordingly, we will collect the following information:

- Data on the employment of disabled people. It is recognised that the number of disabled employees is likely to be statistically small in a small workforce and that it will be important to look at trends rather than at the year-on-year fluctuations;
- Qualitative information from disabled employees or would-be employees. This will include an exit questionnaire;
- Performance data for disabled children;
- Disciplinary data for disabled children, and
- Qualitative and quantitative information on the effect on interventions in regard to disabled children

Use of Information

- A summative report will be made to Governors annually;
- It will be taken into account in decisions regarding staffing, curriculum and premises development, and
- It will form part of the discussion with Subject Leaders on their annual Development Plan and in the drawing up of the school's annual Self Evaluation and Improvement Plan.

Reporting

The school will continue to report the successes and achievements of all its students and will report, through the school prospectus/profile any specific actions taken in regard to disability equality.

Accessibility

Below is a plan of Tollgate Campus, the whole site is completely accessible for disabled students, staff and parents. Disabled toilet facilities are available. Disabled visitors are shown the plan at reception as necessary. An annual inspection of the site is undertaken to ensure the site remains accessible. There is an instant reporting system to the Premises Manager should anything unforeseen occur which would restrict accessibility.

