	Name of School	The Albany
	Approved	2017
	Next Review	2018
	Name of Reviewer	V. Masson

Mobility Access Policy

This policy is split into two sections; section one for pupils with long-term access needs and section two for those with temporary access needs. Appendix 1 refers to access to Examination Facilities. This policy should be read in conjunction with our SEN Inclusion Policy.

1. Introduction

The Albany School 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.

For the purpose of this policy 'disabled' refers to those with access needs due to mobility issues. 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:

1. Increasing the extent to which pupils who are disabled can participate in the school curriculum;
2. Improving the environment of the school so pupils who are disabled can take greater advantage of education and associated services;
3. Improving the delivery of the curriculum to pupils who are disabled.

2. What defines 'reasonable adjustments'?

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

3. Rationale

Our purpose is

- 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

Section 1 Pupils with a Substantial and Long-Term Disability

1.1 What constitutes a disability?

The Equality Act describes a person who is disabled as having
'a physical or mental impairment which has a substantial and long-term (Long term – means has lasted or is likely to last more than 12 months) 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.

These issues are not addressed within this policy. (See SEN policy for details).

1.2 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 pastoral support plans. This process is managed in by the SENCO in conjunction with the Heads of House, Head of Inclusion and Assistant Head Pastoral. The views of the pupils should also be carefully considered especially when considering break and lunchtime provision.
Parents or guardians of children with disabilities or mobility needs are expected to notify them to the school at the point of registration. If these are not known at the time, the school should be notified as soon as they are recognised.
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. As part of the admissions process, staff will meet with parents to discuss whether or not a prospective pupil will be able to access the curriculum and what reasonable adjustments, if any, can be made to facilitate this. In determining this, the school may request further information, such as a medical certificate or additional assessments, that the School considers necessary to make a fair assessment. It is possible that during their education a pupil may become disabled or his or her mobility needs may first be identified, or become more serious. Continuing communication between parents and staff is vital and the School will consult with parents about what reasonable adjustments, if any, can be made in order to allow a disabled child to continue at the School.

1.3 Coordination and Implementation

This is the responsibility of all staff. In order that The Albany School is fully compliant with the Equality Act, all staff are made aware of the duties towards children who are disabled and the 'reasonable adjustments' needed for particular children. These are outlined in Pupil Profiles prepared by the school's SENCO.

1.4 Concerns or complaints

The Albany School has an internal complaints procedure (see policy document), Beyond this, the Disability Rights Commission (www.drc-gb.org; 08457 622 633) provides a confidential help line and a conciliation service.
The School also recognizes that disabled pupils or those with special educational needs or learning difficulties may be at risk of being bullied. The School has an Anti- Bullying Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

1.5 Reasonable Adjustments Currently in place

- A lift is available opposite Room 14 Entrance to the school is step-free.
- The E-Zone is accessible by ramp.
- A ramp is available to provide access to the school via the main entrance. This ramp can also be used in the event of an emergency evacuation to gain access to the muster points.

Section 2 Pupils with temporary access needs

- Where a pupil has sustained injuries within school that have resulted in temporary access needs, an accident report form must be completed online and returned to the Health and Safety Executive.
- Any issues leading to the injury must be addressed prior to the pupil's return to school.
- Where a pupil is required to use crutches or a wheelchair, a meeting should be convened with the pupil and parent/guardian with the Assistant Head Pastoral to discuss access arrangements and agree appropriate risk management.
- Parents/Guardians should make available to the school any medical reports or recommendations prior to this meeting.

- Where a pupil is unable to access first or second floor lessons, their default location will be the 'E' Zone which is accessible by ramp. Computer facilities will be made available so that the teacher is able to email any work.
- Toilet facilities are available in the 'E' Zone.
- Where necessary the pupil will also spend break and lunch-time within the 'E' Zone. The pupil will be able to access the canteen ten minutes before normal times in order to avoid queuing.
- If it is essential that a student attend lessons on an upper floor e.g. GCSE lessons, a lift is available opposite room 14.
- Where a pupil attends lessons on the ground floor, they should be allowed to leave lessons five minutes early in order to avoid corridor congestion.
- If, in the opinion, of a medical professional or the Assistant Head Pastoral, it is unsuitable for the pupil to return to school, the school will undertake to provide relevant work.

Appendix 1 Equality Act 2010 and Conduct of Examinations Policy (Formerly Disability Discrimination Act Examination Policy)

1.1 Rationale

The Equality Act 2010 came into effect from 1st October and replaced the The Disability Discrimination Act 1995 (DDA) had been amended to cover general qualifications as from1 September 2007. A fundamental part of these acts is that barriers which may prevent candidates from accessing opportunities and achieving their full potential are removed. The definition is as follows:

The Equality Act 2010 strengthens the duty to make reasonable adjustments, defines substantial disadvantage and places new duties on the qualifications regulator. The awarding bodies have a duty not to discriminate against individuals in conferring qualifications in respect of all protected characteristics set out in the Equality Act 2010 (with the exception of the protected characteristics of marriage and civil partnership). They will take steps when developing specifications, identifying the assessment criteria and drafting question papers to ensure that the impact of each of these upon individuals with differing protected characteristics is minimised. Our duty to make a reasonable adjustment (s20) will apply where a disabled person would be at a substantial disadvantage in comparison to someone who is not disabled. In such circumstances, the awarding body is required to take reasonable steps to avoid that disadvantage.

1.2 Section 53 of the Equality Act 2010 states that we must not discriminate, harass or victimise when conferring vocational qualifications. Awarding bodies have a duty to make reasonable adjustments.
Our duty is to make a reasonable adjustment will apply where a disabled person would be at a substantial disadvantage in comparison to someone who is not disabled. In such circumstances, we are required to take reasonable steps to avoid that disadvantage.

1.3 Definition of disability

Section 96 (s6) of the Equality Act 2010 defines disability as a 'physical or mental impairment which has a substantial and long term adverse effect on someone's ability to carry out normal day to day activities'.

The school aims to provide access for disabled students so that they are not disadvantaged.

Access to buildings is via a ramp and there is a lift in the main building. There is also a disabled toilet.

Invigilators/support staff will be made aware of the requirements of any student with a specific disability and the arrangements that are in place for these students.

The Special Needs department will notify the exam office of any pupil who requires access arrangements and the appropriate facilities will be provided.