



Definition of Disability

“A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities”.

Equality Act 2010

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas. Key points:

- As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against students because of their sex, race, disability, religion or belief or sexual orientation.
- The exceptions to the discrimination provisions for schools are all replicated in the new Act – such as the content of the curriculum, collective worship and admissions to single sex schools and schools of a religious character.
- Protection against discrimination is now extended to students who are pregnant or have recently given birth, or who are undergoing gender reassignment.

Principles

The School recognises its duty under the 2010 Equality Act:

- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services.
- Not to treat disabled students differently.
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage.
- To publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the Act.

The School:

- Recognises and values parent's knowledge of their child's disability and its effect on his/her ability.
- Respects the parent's and child's right to confidentiality.

The School provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning style, by:

- Setting suitable learning challenges.
- Responding to students diverse learning needs.
- Overcoming potential barriers to learning and assessment for individual and groups of students.
- Endorsing the key principles in the National Curriculum Framework, this underpins the development of a more inclusive curriculum.

Provision

This section outlines the main provisions that King Edward VI School has made and is planning to make, to achieve the key objectives in delivering the curriculum:

- Staff receive training in making the curriculum accessible to all students and are aware of its importance.
- The School will continue to seek and follow advice of LA services, such as specialist teacher advisers and SEN inspectors/advisors and of appropriate health professionals from the local NHS Trusts.

Physical Environment

The site is accessible through the provision of movable wheelchair ramps, lifts in the Dyson and Spender buildings, accessible workstations in Food Technology and Science and disabled toilets in the Levi Fox Hall and adjacent to the Staff Room. The School will take account of the needs of students and other users with physical difficulties and sensory impairments when planning and making further improvements and refurbishments of the premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Provision of information in other formats

The School is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. The plan is also available on the school website or on request to the Headmaster, in the following formats: e-mail, enlarged print version and other formats on request.