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**senior member of staff responsible**  
**Governor responsible**

**Neil Baxter**  
**Rosi Shepherd**

**Appendix 1 Accessibility Priorities and Improvements**

## 1. School Ethos, Vision & Values

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At Balcarras we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of all pupils and students is monitored and we will use this data to raise standards and ensure inclusive teaching. We make adjustments to ensure that the school environment is as accessible as possible. We believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit here.

### 1.1 What do we understand by "disability"?

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#### Definition of disability

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

#### 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

#### Progressive conditions

A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled.

However, you automatically meet the disability definition under the Equality Act 2010 from the day you're diagnosed with HIV infection, cancer or multiple sclerosis.

## 2. The General Duty

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Balcarras School aims to follow all of the requirements set out in the equality act 2010. In particular the school's aims are to carry out the following functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the Equality Act;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in school life by disabled people;
- Taking steps to meet disabled peoples' needs, even if this requires more favourable treatment.

This applies to all disabled pupils, staff and those using services provided by schools.

### **3. Specific Duty- how we will meet the General Duty**

#### **3.1 Involvement of disabled people in developing the scheme**

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Balcarras School is keen that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

The Health and Safety committee meets termly and discusses accessibility and provision for disabled pupils. Karen Lerry, who is a member of the H&S committee, is the main point of liaison with the physically disabled pupils. Her input into the meetings ensures that disabled pupils across the school are well consulted and their concerns are fed in to the school's future priorities.

#### **3.2 Removing barriers**

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Hambrook Consultancy was commissioned in 2003 to survey the school's disability access. The recommendations were reviewed by a Governor sub-committee and a consultation process included disabled persons' views upon how access could best be improved. Almost all the recommendations relating to physical changes to enable disabled access have been implemented

The entire curriculum is accessible to all pupils.

All activities, clubs, extra-curricular activities and trips are open to all pupils. All curriculum trips are open to all pupils and where necessary the school will alter arrangements to ensure that curriculum trips are accessible to disabled pupils as far as is reasonably possible.

#### **3.3 Eliminating harassment and bullying**

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The Balcarras behaviour and bullying policies apply to all pupils. The pastoral system is designed to identify and resolve problems at an early stage and relies upon communication between, and the co-operation of, all affected parties, including parents.

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### **3.4 Information, Performance and Evidence**

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- a. Pupil Achievement – data regarding pupil progress is regularly updated and monitored. Data relating to SEND pupils is monitored by the Individual Learning Department.
- b. Further Learning Opportunities – advice is provided to all pupils regarding careers and further education information. We liaise with Gloscol, Hartpury and Cirencester colleges to help disabled students gain at least 2 offers if they do not stay at Balcarras sixth form. Work experience during Year 10 involves students being placed with local employers. Physically disabled pupils are welcomed by several local companies.
- c. Admissions, Transitions, Exclusions (including SEMH). These categories are not subjected to any form of selection.
- d. All pupils are completely socially integrated throughout the school; the only segregation is through academic setting.

### **3.5 Impact Assessment**

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The bulk of this policy has already been incorporated into the daily routine of life at Balcarras and so its impact will be difficult to assess. Feedback from pupils with a disability and also their parents and/or carers will continue to be sought and encouraged. The school will continue to respond to the needs of all as much as is practical.

It is expected that the impact, or likely impact, of all existing and new policies and practices on disabled people will be favorable to their welfare and happiness at Balcarras.

When this policy was reviewed, an equality impact assessment was conducted to ensure any changes did not have an adverse effect under the terms of the Equality Act 2010. Should you have any comments regarding this policy, please contact the school.

## Appendix 1

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### **Accessibility Priorities and Improvements** May 2016

#### **1. Slopes to fire exits for science laboratories**

All science labs have fire exits. It is important that these all have smooth slopes from the door threshold to ground level, so that wheel chair users can use them easily.

**Done**

#### **2. Electronic door near pond entrance**

The two narrow doors by the pond entrance were identified by wheelchair users as the most difficult doors to use in the school. It would make access for wheelchair users much better if they were replaced with an electronic door.

**Done**

#### **3. Electronic door to SEND block**

Wheel chair users and pupils with walking difficulties use the SEND block more than most other areas in the school. It would make access much easier if the heavy door had electronic assist added to it.

**Done**

A visually impaired student was consulted about all facilities in the school. Her responses were very positive and she said she felt very safe and comfortable in the school. The three main issues she identified for improvement are points 4,5 and 6 below:

#### **4. Highlighting in yellow outside steps**

The outdoor step can be hard to see. It would help if the top and bottom steps could be highlighted in bright yellow.

**Done**

#### **5. Removal of obstacles from sixth form corridor**

The chairs left in the sixth form corridor can be tricky to see and can be a trip hazard.

**Done**

#### **6. Highlighting curb in front playground**

The curb along the front playground can be difficult to pick out, as it is grey on grey. Highlighting this in a bright colour would help visually impaired pupils.

**Done**

**7. Smoothing surface on entrance to technology**

The slope up to the technology entrance from the pond area has crumbled, and this makes it difficult for wheel chairs to access. It would help if the slope was smoothed and raised slightly up to the height of the threshold.

**Done**

**8. Regular improvement to outdoor paving**

The outdoor paving can develop cracks and raised edges. This makes using a wheel chair difficult, as well as being a trip hazard for pupils with mobility issues. The paving around the school needs to regularly be checked and improved.

**Done**  
**On going**

**9. Hand rails on steps from Art**

Would help pupils with mobility issue to use these steps

**Done**

**10. On-going improvement to carpets/floors**

The flooring and carpets need to be kept in good condition to avoid trip hazards occurring

**Done**  
**On going**

**11. Improved outdoor lighting**

During the winter, the outdoor lighting around the courtyard area, particularly on the steps out from the hall, could be improved.

**Not Yet Done**