

17a Equal Opportunities/Accessibility Policy

Scope:	Whole School including EYFS
Release date:	May 2024
Review date:	April 2025
Author:	Assistant Head Pastoral
Reviewer:	Head and Board of Governors

Linked documents

This Policy should be read in conjunction with the

- 17b Accessibility Plan
- 3b SEND Policy

Acronyms

SEND - Special Educational Needs and Disabilities

SENDCo - Special Educational Needs and Disabilities Co-ordinator

SLT – Senior Leadership Team

Availability

This policy is available via the school website, and a printed copy may be requested from Reception.

Introduction

The objective of this plan is to improve access to the School site, its facilities and the curriculum. This should ensure that pupils can access the education and opportunities offered by Derby Grammar School, as far as reasonably practicable, irrespective of disability.

This plan also aims to address the statutory requirements of the [Equality Act 2010](#) (which replaced the DDA 1995) and the [Special Educational Needs and Disability Act 2001 \('SENDA'\)](#); within the context of Derby Grammar and all that the School offers to its pupils but also staff and visitors.

Derby Grammar School is committed to providing an accessible environment and making reasonable adjustments where necessary, as far as is reasonably practicable.

Definition (Equality Act 2010)

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. It provides the following definition of disability;

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

Derby Grammar School welcomes its general responsibilities under the new Act to have due regard to the need to:

- Strive to ensure that no pupil is treated less favourably for a reason related to a disability.
- Maintain and drive a positive culture towards inclusion of disabled people in all the activities of the School.
- Continue to increase access to all educational provision for disabled pupils.
- Train staff to understand the types of disabilities and issues around them so as to most effectively support disabled employees and pupils.
- Adopt user-friendly procedures for considering admissions from parents of disabled children, or children of disabled parents and consult with them regarding reasonable adjustments that could be made to ensure that the admissions process is accessible for them.
- Improve access to the physical environment of the School, adding specialist facilities where necessary and practicable.
- Implement and regularly review the [Accessibility Plan](#) with the aim of increasing the accessibility of the School's curriculum, and to improve the physical environment of the School and to improve access to information for our employees, pupils and prospective pupils.

School Ethos, Vision and Values

At Derby Grammar School 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. Our admissions policy does not discriminate against disabled pupils.

We recognise that there is an overlap in the definition of disability, as specified in the Equality Act 2010, with the definition of 'special educational needs' in the Children and Families Act 2014. This includes pupils with significantly greater difficulty in learning than the majority of children of his/her age, or a disability which means that a pupil cannot make full use of the general educational facilities provided for pupils of their age in mainstream state schools. However, we recognise that not all pupils are disabled by their SEN and vice versa. This policy should be read in conjunction with the School's [SEND policy](#).

The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment.

This school uses the “social model” of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled. Our practice is monitored by the SENDCo and SLT on a termly basis.