

Disability Policy



Approved by:	The Board of Governors	Date: 31 st of August 2026
Last reviewed on:	1 st September 2025	
Next review due by:	31 st August 2027	

Disability Equality and Access Policy

Legal Status:

- ☐ Special Educational Needs and Disability Act (SENDA) 2001
- ☐ Equality Act 2010 and The Public Sector Equality Duty 2011
- ☐ Road Traffic Act 1991
- ☐ Fire Safety Regulatory Reform Order 2005

Applies to:

- ☐ The entire school community, including pupils, staff, volunteers, parents, carers, and visitors
- ☐ All school activities, including those outside normal school hours

Related Documents:

- ☐ Accessibility Plan
- ☐ School Improvement Plan
- ☐ Special Educational Needs and Disabilities (SEND) Policy
- ☐ Equality and Diversity Policy
- ☐ Health and Safety Policy
- ☐ Admissions Policy
- ☐ Behaviour Policy

Introduction:

As a Seventh-day Adventist Christian school, Eden Park Academy is committed to promoting inclusivity, fairness, and equality for all, reflecting Christ's love and compassion for every individual. In line with our Christian ethos, we aim to ensure that people with disabilities have full access to our buildings, facilities, and curriculum. We are also committed to making reasonable adjustments in compliance with the Equality Act 2010, the SEND Act 2001, and other relevant legislation to eliminate barriers to participation for disabled individuals.

Definition of Disability:

A person is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes, but is not limited to:

- ☐ Physical disabilities
- ☐ Sensory impairments such as visual or hearing loss
- ☐ Mental health conditions
- ☐ Chronic illnesses (e.g., asthma, epilepsy, diabetes)
- ☐ Medical conditions
- ☐ Autism Spectrum Disorder (ASD)
- ☐ Specific learning difficulties
- ☐ Other conditions that may affect a person's ability to study or work

Our Commitment:

We are committed to providing an accessible, safe, and welcoming environment for all pupils, staff, and visitors. We continually evaluate our accessibility provisions and make reasonable adjustments to improve access to our buildings and educational programmes. In keeping with our Christian principles, we ensure that no individual is disadvantaged by their disability, and we seek to promote equality in all aspects of school life.

Accessibility in the Curriculum

Any complaints regarding accessibility or disability provisions should be addressed through the school's formal complaints procedure. The school will treat these complaints seriously and respond within the timeframe outlined in the complaints policy.

Aims:

As a Seventh-day Adventist Christian school, our commitment to supporting disabled individuals is grounded in our faith. We believe in the inherent dignity of every person, created in God's image, and our mission is to ensure that all students, staff, and visitors are treated with respect, compassion, and care, regardless of ability.

- ☐ To identify and remove barriers to access for all members of the school community
- ☐ To produce and review an accessibility plan periodically
- ☐ To ensure all reasonable adjustments are made to support disabled pupils, staff, and visitors
- ☐ To anticipate and meet the needs of disabled individuals before they join the school

Roles and Responsibilities

Governing Body:

- ☐ Ensure that the school's accessibility plan and this policy are regularly reviewed and implemented
- ☐ Delegate responsibility for monitoring and implementing accessibility measures to the Headteacher and Senior Leadership Team (SLT)
- ☐ Ensure the school complies with equality legislation, including making reasonable adjustments for disabled individuals
- ☐ Appoint a designated Equalities Governor to oversee the effectiveness of the policy

Headteacher and Senior Leadership Team:

- ☐ Ensure that all members of the school community are aware of and comply with this policy
- ☐ Work closely with the Finance and Buildings staff to ensure all necessary adjustments are made
- ☐ Provide leadership on equality and accessibility issues
- ☐ Monitor the implementation of this policy and report to the Governing Body annually

Staff Training

All staff will receive regular training on disability awareness and the school's responsibilities under the Equality Act 2010. This includes training on how to make reasonable adjustments, understanding

different types of disabilities, and ensuring that pupils and staff with disabilities can access the full range of educational opportunities.

Site and Buildings Subcommittee:

- ☐ Conduct regular audits of entrances and exits to ensure accessibility for all
- ☐ Oversee the development and implementation of the school's accessibility plan
- ☐ Ensure that fire safety and risk assessments take into account the needs of disabled individuals
- ☐ Seek specialist advice from external agencies when necessary

Monitoring and Reporting

The Headteacher and Site Manager will monitor the effectiveness of this policy through regular audits of the school's accessibility provisions. Reports on the progress and development of the policy will be presented to the Governing Body annually.

Audit of Accessibility Provisions.

The school will regularly audit its buildings, grounds, and facilities to identify any barriers to accessibility. This audit will include all entrances, exits, classrooms, pathways, and recreational areas to ensure they are accessible to individuals with disabilities. The audit will also consider safety features such as fire exits, signage, and emergency protocols for disabled individuals.

Key areas for audit and improvement include:

- ☐ Ensuring entrances and exits are accessible, including automatic doors, wider doorways, and ramps
- ☐ Providing disabled parking bays and clear, safe pathways
- ☐ Installing handrails, grab rails, and non-slip surfaces where necessary
- ☐ Ensuring clear signage and appropriate lighting

Emergency Evacuation Plan

Eden Park Academy has implemented an emergency evacuation plan that includes provisions for individuals with disabilities. Designated refuge areas and trained staff will assist in ensuring the safe evacuation of those with mobility or sensory impairments during emergencies.

Raising Awareness of this Policy

All staff will receive regular training on disability awareness and the school's responsibilities under the Equality Act 2010. This includes training on how to make reasonable adjustments, understanding different types of disabilities, and ensuring that pupils and staff with disabilities can access the full range of educational opportunities.

We will raise awareness of this policy through:

- ☐ The school website and newsletters
- ☐ Parent-teacher meetings and school events
- ☐ Staff training and handbooks

- Regular communications with parents, carers, and the wider school community

Equality and Inclusion

In line with the Equality Act 2010, Eden Park Academy is committed to promoting equality for all members of our community, regardless of disability, race, religion, gender, or other characteristics. We do not discriminate against any individual based on their disability, and we strive to create an environment where every person is valued and respected.

Physical Access Policy and Plan:

Current Facilities:

- The main entrances and exits are accessible, with wide doorways and ramps.
- There are disabled parking spaces close to the school entrance.
- The school provides accessible toilets and changing areas.

Future Improvements: We are committed to continuously improving access to our facilities. We will periodically audit the physical environment to identify areas where access can be enhanced, particularly:

- **Installing lifts:** Where possible, to enable disabled access to upper floors.
- **Automatic doors:** Introducing automatic door systems for easier entry and exit.
- **Wider doorways:** To accommodate wheelchair users.
- **Handrails and ramps:** At key points to aid mobility-impaired individuals.
- **Clear signage:** Ensuring that all signs are large, clear, and well-positioned to guide visually impaired individuals.
- **Slip-resistant surfaces:** Ensuring that surfaces in key areas (e.g., corridors, doorways) are safe for individuals with mobility impairments.

Audit and Monitoring:

- **Annual Access Audits:** The Site and Buildings Subcommittee will undertake an audit every year to assess the accessibility of school premises.
- **Accessibility Plan:** This plan will be updated after each audit to reflect areas for improvement and set timelines for achieving changes.

Reasonable Adjustments:

In line with the Equality Act 2010, we will make reasonable adjustments to ensure disabled pupils, staff, and visitors are not placed at a disadvantage. Reasonable adjustments include:

Academic Adjustments:

- **Modified teaching materials:** Large print, braille, or audio materials where necessary.
- **Assistive technologies:** Such as screen readers, laptops, or specialised software for disabled pupils and staff.
- **Specialised seating arrangements:** Providing appropriate furniture and classroom layout for students with mobility needs.

Access Arrangements for Exams: We will provide appropriate access arrangements for students with disabilities during exams. This includes:

- ☐ **Extra time:** For pupils with processing difficulties or sensory impairments.
- ☐ **Readers or scribes:** For pupils who require assistance with reading or writing.
- ☐ **Quiet rooms:** For students who need a low-distraction environment.

Adjustments for Visitors and Staff: We will ensure that reasonable adjustments are made for visitors and staff, such as:

Reserved parking spaces for disabled visitors.

- ☐ **Adjustments to workspace layouts** to accommodate mobility needs.
- ☐ **Accessible meeting rooms** for parents and visitors who may have mobility, sensory, or other needs.

Access Arrangements:

Admissions: Our Admissions Policy ensures that prospective pupils with disabilities are not disadvantaged:

- ☐ We ensure that any pupil with an Education, Health, and Care Plan (EHCP) is admitted, provided our school is named in the plan.
- ☐ **Oversubscription Criteria:** Our criteria do not unfairly disadvantage pupils with special educational needs or disabilities.

Accessibility Plan: The Accessibility Plan is designed to:

- ☐ **Increase participation** by disabled pupils in the school curriculum.
- ☐ **Improve physical access** to the school.
- ☐ **Enhance accessibility of written materials** by providing them in alternative formats (e.g., large print or braille).

Evacuation Procedures: We ensure that there are **Personal Emergency Evacuation Plans (PEEPs)** for individuals with disabilities, ensuring their safety in an emergency.

Review of the Policy:

This policy will be reviewed every two years by the Headteacher and SLT, or sooner if necessary. Amendments will be made to reflect any changes in legislation or the needs of the school community.