

Ellis Guilford School and Sports College

Disability Access Plan 2013-2015

The Disability Access Plan sits within the Equality Policy Framework.

Definitions

Defining which members of the school community have a disability is not straightforward.

The Equality Act 2010 defines a disability as a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. While some impairments, particularly visible ones, are easy to identify, there are many which are not so immediately obvious. It is not possible to provide an exhaustive list of conditions that qualify as impairments for the purposes of the Act.

However, disability can arise from a wide range of impairments which can be:

- sensory impairments, such as those affecting sight or hearing;
- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgic encephalitis (ME)/chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy;
- progressive, such as motor neurone disease, muscular dystrophy, forms of dementia and lupus (SLE);
- organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease;
- developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia;
- learning difficulties;
- mental health conditions and mental illnesses, such as depression, schizophrenia, eating disorders, bipolar affective disorders, obsessive compulsive disorders, as well as personality disorders and some self-harming behaviour;
- produced by injury to the body or brain.

The Act states that a person who has cancer, HIV infection or multiple sclerosis (MS) is a disabled person. This means that the person is protected by the Act effectively from the point of diagnosis.

The Act also includes students who are carers for a parent who has a disability.

The school recognises that whilst a disability may also be a Special Educational Need, or some student may have both a disability and a separate Special Educational Need, students may have only a disability or a Special Educational Need.

Duties in relation to Disability Equality

The school has a Public Sector Equality Duty (PSED) to:

- Eliminate discrimination against students, staff or parents / carers who have a disability
- Advance equality of opportunity for members of the school community who have a disability, by making reasonable adjustments
- Foster good relations - between members of the school community who do and don't have disabilities, which includes the need to tackle prejudice and promote understanding.

Reviewing the Access Plan

The Access plan is developed and reviewed annually in conjunction with the Equality Policy information and objectives. Stakeholders who have disabilities are involved in this review process.

Accessibility at Ellis Guilford

The school has a long history of being inclusive and was the first mainstream secondary school in Nottingham City to have students with physical disabilities.

The school building was developed in 2 stages, with the second building open in 2012. The school has full access for people with mobility difficulties, with lifts providing access to upper floors.

The Inclusion Faculty offers a range of provisions which offer support for students with a range of disabilities. This includes the Transition Learning Centre (TLC), Physio Room and Centre for Social Inclusion (CSI).

Students with disabilities are supported by Teaching Assistants within each Faculty to enable them to access a broad and balanced curriculum. This includes access to PE.