



The Duke of York's Royal Military School

Disability Equality Scheme and Access Plan

Date of Approval

15/04/2024

Approved By

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Role

Principal

Signed

Last Reviewed	April 2024
Next Review	April 2025



Ministry
of Defence



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Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

1. Not to treat disabled students less favourably for a reason related to their disability.
2. To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for disabled students.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

1. Increasing the extent to which disabled students can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
3. Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, and reviewed and revised as necessary.

The School is committed to equal opportunities and believes that all our young people are of equal value and that they have the same right to an inclusive education where their individual needs are catered for, supported and valued. DYRMS aims to provide a high-quality education for all learners to help them progress, find confidence in themselves and achieve their full potential. Every member of staff shares in the responsibility of removing barriers to learning across and beyond the curriculum to increase participation and success for learners of all ages.

Definition of Disability

The disability discrimination duties are owed to all students who are defined by the DDA as being disabled and under the planning duties schools and local authorities have a general duty to improve the accessibility of schools for disabled students.

The DDA defines a disabled person as someone who has **'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'** (see definition below of normal day-to-day activities).

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA **'substantial'** means **'more than minor or trivial'**. **'Long-term'** means **'has lasted or is likely to last more than 12 months'**.

The definition is broad and includes children with a wide range of impairments including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the student's ability to carry out normal day-to-day activities is adverse, substantial, and long-term.** All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of students are therefore included in the definition.

Normal Day-to-Day Activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

Disability and Special Educational Needs

Many children who have SEND will also be defined as having a disability under the DDA. It is likely that many of the students who have SEND and a Statement of SEND or an Education and Health Care Plan or those who are at SEND Support will count as disabled. However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEND but may have rights under the DDA. Similarly, not all children with SEND will be defined as having a disability under the Disability Discrimination Act. In particular, some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Possible overlap of SEND and DDA disability definition for children and young people

Special Educational Needs and Disabilities	Disabled
<ul style="list-style-type: none">• Communication and Interaction (speech and language needs, autism spectrum disorders)• Cognition and Learning (moderate, severe, profound, and multiple learning difficulties and specific learning difficulties)• Sensory/ physical needs (visual /hearing/multi-sensory impairment, physical disability if it has direct link with impairment in education)• Social mental and emotional health (ADHD, ADD)	<ul style="list-style-type: none">• Asthma• Diabetes• Cancer recovery• Mental health issues• Disfigurement• Eating disorder• Lack of limbs• Sickle cell Anaemia• Gross Obesity• Very Short Stature

School staff have experience of working with a wide range of disabled students. Continued training will be provided through a CPD calendar to raise awareness of needs and also of strategies for effective classroom practice in meeting needs.

The school has access to support and advice from a range of external services including: CAMHS, Educational Psychology, etc and benefits from the services of its own Counsellor who can offer advice and support to students and colleagues.

All disabled students follow a full and balanced curriculum, appropriately differentiated according to their needs, and are encouraged to take a full and active part in school life, including extra-curricular activities and off-site visits.

As modification of buildings and new builds have taken place reasonable adjustments in order to accommodate students with disabilities have been made. The physical layout of the school presents some difficulties for non-mobile students.

Management, coordination, and implementation

Overall responsibility for the school's accessibility plan lies with the governing body but improving access for disabled students requires everyone at the school to understand the duties of the DDA and apply this knowledge in their own area of responsibility: the Principal, SLT, class and subject teachers, kitchen staff, the SENCO, the estates manager, faculty leaders, pastoral staff, administrative staff, and governors themselves.

The Disability Equality Scheme and the Accessibility Plan is published on the website.

School Access Plan

The school is committed to providing an inclusive curriculum and aims to improve access to the schools' facilities for all by:

- a) Increasing the extent to which disabled students can participate in the school curriculum.
- b) Improving the physical environment of the school
- c) Improving the delivery to disabled students of information, which is already in writing to students who are not disabled.

The Access Plan is underpinned by the following:

- There is effective planning and liaison between appropriate school and support services working with individual students within school.
- The SENCO and pastoral staff have sufficient time to liaise efficiently with agencies, support staff and families.
- High expectations of all students. We aim to establish a positive ethos within the school and within teams of staff within the school. We aim to adopt a 'problem-solving' attitude to overcome barriers to learning for individuals.
- There is a whole-school behaviour management structure and reward scheme aimed at enhancing the self-esteem of all students.
- There is a robust system in place for transition, transfers, and re-integration of students. This includes gathering and sharing accurate information on the students' strengths, weaknesses, and progress, together with strategies employed and evaluations of outcomes.

Curriculum

The school aims to make progress in:

- Obtaining data on future student population to facilitate advanced planning.

- Liaison with external services and agencies regarding individual students (physical, sensory, learning, behaviour)
- Using specialist staff to support learning and give pastoral and inclusion support.
- Ensuring that detailed and appropriate student information is given to staff.
- Ensuring that Access Arrangements are in place for external examinations.
- Establishing a bank of specialist resources to support specific needs e.g., scissors, adapted keyboards, tinted exercise books, reading filters and dyslexic font.
- Setting clear learning objectives in each lesson and making sure that these are clear to the students.
- Efficient monitoring and tracking of student progress and target setting across the curriculum for all students.
- Ensuring that students are involved in target setting.
- Using P scales where appropriate to measure the progress and achievement of specific students and set attainable targets with high expectations.
- Encouraging and supporting the development of clear, well presented visual aids and word walls in many classrooms to support the learning of all.
- Encourage the use of writing frames to give structured support with writing.
- Ensuring that school visits and trips are accessible for all.
- Using a range of teaching methods and styles to facilitate access for all students e.g., appropriate use of language; questioning techniques; pair work; group work; 'mind-friendly' learning techniques to suit all learning styles – visual/auditory/kinaesthetic, etc.
- Grouping of students in ability sets in some subjects.
- Peer mentoring and 'buddy' system for vulnerable students.
- Development of mutual support and understanding between colleagues in working with students with disabilities.

Physical Access

- Wheel-chair access to all buildings.
- Designated disabled parking spaces.
- Disabled toilets.
- Specialist furniture to meet the needs of individual students as required.
- Adequate space to meet with parents and carers available.
- Space for small group interventions and individual work for targeted students.
- Availability of storage for equipment and personal possessions.
- Physical environment that is safe and welcoming.
- Sanctuary area to provide a safe haven for vulnerable students at break and lunchtimes.
- Handrails on stairs.

Information Access

- Visual timetables and information for identified students.