

Accessibility Plan

Legislation

The Equality Act 2010 replaced nine major Acts of Parliament and almost a hundred sets of regulations which had been introduced over several decades. It provides a single consolidated source of discrimination law, covering all types of discrimination that are unlawful. It simplifies the law by getting rid of anomalies and inconsistencies that had developed over time and it extends protection against discrimination in certain areas.

Part 6 of the Equality Act 2010 makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

Duties in Schedule 10 part 3 (2) of the Equality Act 2010 require the governing body to plan (the Schools Accessibility Plan) to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school's curriculum,
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Definition of disability

The Equality Act 2010 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.*

Definition of the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- 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.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

Aims

- Make everyone feel welcome
- Value all pupils/adults equally
- Have high expectations of all
- Remove all barriers to learning and participation

Action Points

The physical environment of the school will be monitored by the Leadership and Management Committee of the Governing Body to ensure that all reasonable adjustments are being made to this end.

An accessible curriculum will be monitored by the Teaching and Learning Committee of the Governing Body, who will liaise with the SENCo and the Headteacher.

Staff training and awareness will be monitored by the Headteacher.

The governing body will be responsible for ensuring that Leadership and Management and Teaching and Learning Committees' terms of reference are reviewed to reflect these responsibilities and that they are included on committee agendas.

Broad Guidelines

A disabled person can be discriminated against on two ways:

- By less favourable treatment (there are situations where there may be a reason for less favourable treatment.
- Schools may be guilty of discrimination if they fail to take reasonable steps which lead to disabled pupils and prospective pupils being placed at a 'substantial disadvantage' compared to non-disabled pupils.

The school will review practice and draw up short, medium and long-term targets. The action plans will be reviewed by the relevant committees and staff with a view to improving access for children, parents, carers and other people who use the school or may wish to.

Appendix A Identifying Barriers to Access –Curriculum

Question	Yes	No	Action/Comment
Are teachers and support staff receiving training to teach and support disabled pupils?	✓		Pupil Progress meetings provide support for children with SEND needs
Are classrooms optimally organised for disabled pupils & staff?	✓		
Do lessons provide opportunities for all pupils to achieve?	✓		Differentiation is moderated by subject leaders and SLT
Are lessons responsive to pupil diversity?	✓		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓		Lessons vary to incorporate different learning styles
Are all pupils encouraged to take part in music, drama and physical activities?	✓		
Do staff recognise and allow for the mental effort expended by able & disabled pupils, for example using lip reading?	✓		
Do staff allow for the additional time required by some disabled pupils to use equipment in practical work?	✓		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓		
Is there access to appropriate computer technology for pupils with disabilities?	✓		Availability of programmes such as Clicker.
Are school visits made accessible to all pupils irrespective of attainment or impairment?	✓		
Are there high expectations of all pupils?	✓		Targets are set with high expectations and teaches plan to develop skills and provide appropriate challenge
Do staff seek to remove all barriers to learning and participation?	✓		Ongoing CPD and pupil progress meetings give staff opportunities for appropriate training and discussion

Appendix B Identifying Barriers to Access –Premises

Question	Yes	No	Action/Comment	Person responsible	Time Scale for completion
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, dining area, library, indoor and outdoor sporting facilities, playgrounds and common rooms allow access for all pupils or members of staff?	✓		Access to Hall from the playground requires a ramp, which is stored inside the Hall door		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?	✓		To enter the Hall we have a removable ramp		
Are pathways of travel around the site and parking arrangements safe, routes logical and well signed?	✓				
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	✓		Auditory alarms are in place, teachers and teaching assistants are trained on evacuation drills and are familiar with SEN pupils		
Are non-visual guides used, to assist people to use buildings, ie lifts with tactile buttons?			Not applicable.		
Could any of the decor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	✓				
Are areas to which pupils should have access well lit?	✓				
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?		✓	Wooden partitions between classes R,1 and 2 create background noise	L and M	Future plans to extend classrooms to include solution
Is furniture and equipment selected, adjusted and located appropriately?	✓				

Appendix C Identifying Barriers to Access –Whole Community

Area requiring action	Suggested action	Person responsible	Time Scale	Review
Are teachers, admin and support staff aware of the implications for them of the Equality Act?	Equality Policy shared with staff	HT	Dec 2017	Annually
Does the school provide information in simple language, symbols, large print, an audio tape or in Braille for the families of pupils and prospective pupils who may have difficulty with printed information	No but can be accessed when required	HT		
Does the school ensure that information is presented to groups in a way which is user friendly for people with disabilities eg by reading aloud and explaining diagrams?	Steps will be taken as required and wherever possible communication will be available in RNIB recommended font size (min 12 – pref.14)			
Does the school have facilities such as ICT to produce written information in different formats?	Yes			
Are staff familiar with technology and practices developed to assist people with disabilities?	Yes			
Are pre-school home visits used effectively to plan ahead for pupils with disability?	When necessary			
Do staff have access to training?	Yes			
Do policies reflect the school's aims?	Yes			